A meeting of Faculty Board will be held on Friday, December 8, 2017 at 3:30 p.m.
in the School of Kinesiology and Health Studies – KNS101

AGENDA

1. Adoption of the Agenda

2. Approval of the Minutes
The Minutes of October 27, 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. Curriculum Committee Omnibus Report II – Appendix A - for approval
J. Stephenson will move “that the Omnibus Report Part II be approved."

8. New Undergraduate Program – Certificate in French for Professionals – Appendix B – for approval
J. Stephenson will move “that the proposal for a new Undergraduate Program, a Certificate in French for Professionals be approved.”

9. 2019-2020 BISC Academic Sessional Dates – Appendix C - for approval
S. Blake will move “that the 2019-2020 BISC Academic Sessional Dates be approved.”

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

J. Bénard will present.

12. Other Business

P. Costigan, Secretary J. Rose, Chair
Faculty Board Faculty Board
## Course Additions

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Subject</th>
<th>Course Catalog Number</th>
<th>New Course Units</th>
<th>New Course Title</th>
<th>New Course Description</th>
<th>New Prerequisite</th>
<th>New Exclusion</th>
<th>New Equivalency</th>
<th>Learning Hours</th>
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</thead>
<tbody>
<tr>
<td>CLAS</td>
<td>CLST</td>
<td>130</td>
<td>3.0</td>
<td>Introduction to Archaeology I. Great Discoveries in Archaeology</td>
<td>Development of the discipline and most important discoveries; analysis of historic and prehistoric cultures and sites with emphasis on the ancient Mediterranean.</td>
<td>None.</td>
<td>No more than 1 course from CLST 130/3.0; CLST 129/6.0</td>
<td>None.</td>
<td>126(36L;90P)</td>
</tr>
<tr>
<td>CLAS</td>
<td>CLST</td>
<td>131</td>
<td>3.0</td>
<td>Introduction to Archaeology II. Methods and Analysis</td>
<td>Current theoretical issues; excavation and field research; analysis of material evidence for the study of ancient societies; heritage conservation and cultural property</td>
<td>None.</td>
<td>No more than 1 course from CLST 131/3.0; CLST 129/6.0</td>
<td>None.</td>
<td>126(36L;90P)</td>
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<tr>
<td>CLAS</td>
<td>CLST</td>
<td>309</td>
<td>3.0</td>
<td>Caravan Cities of the Ancient Near East</td>
<td>Caravan cities were multicultural communities that bridged ancient empires and are an important part of the world’s heritage. Through an exploration of the archaeological remains and the cultural character of four Near Eastern caravan cities students will evaluate how these communities inform and impact on concepts of cultural and global identity.</td>
<td>Level 3 and one of (CLST 102/3.0; CLST 103/3.0; CLST 129/6.0; CLST 130/3.0; CLST 131/3.0; CLST 200/3.0; CLST 201/3.0) or permission of the department.</td>
<td>None.</td>
<td>None.</td>
<td>120(18L;12S;84P)</td>
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<tr>
<td>Course Subject</td>
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<td>New Corequisite</td>
<td>New Exclusion</td>
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<tr>
<td>CISC 151</td>
<td>3.0</td>
<td>Elements of Computing with Data Analytics</td>
<td>Introduction to algorithms: their definition, design, coding, and execution on computers, with applications drawn from data analytics, including simple prediction and clustering. Intended for students who have no programming experience. All or most assignment work will be completed during lab time.</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>EXCLUSION No more than 3.0 units from APSC 142/3.0; CISC 101/3.0; CISC 110/3.0; CISC 151/3.0. ONE-WAY EXCLUSION May not be taken with or after CISC 121/3.0; CISC; SOFT at the 200-level and above.</td>
<td>120(36L;36Lb;48P)</td>
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<tr>
<td>CISC 251</td>
<td>3.0</td>
<td>Data Analytics</td>
<td>Introduction to data analytics; data preparation; assessing performance; prediction methods such as decision trees, random forests, support vector machines, neural networks and rules; ensemble methods such as bagging and boosting; clustering techniques such as expectation-maximization, matrix decompositions, and biclustering; attribute selection.</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>EXCLUSION No more than 3.0 units from CISC 333/3.0 or CISC 251/3.0</td>
<td>120(36L;24LB;60P)</td>
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<tr>
<td>CISC 351</td>
<td>3.0</td>
<td>Advanced Data Analytics</td>
<td>Design and implementation of complex analytics techniques; predictive algorithms at scale; deep learning; clustering at scale; advanced matrix decompositions, analytics in the Web, collaborative filtering; social network analysis; applications in specialized domains.</td>
<td>None</td>
<td>[C- in (APSC 142/3.0 or CISC 101/3.0 or CISC 110/3.0 or CISC 151/3.0 or CISC 121/3.0) or previous programming experience] and C- in [CISC251/3.0 and (STAT 263/3.0 or one of STAT options)]</td>
<td>None</td>
<td>None</td>
<td>120(36L;24LB;60P)</td>
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<tr>
<td>CISC 451</td>
<td>3.0</td>
<td>Topics in Data Analytics</td>
<td>Content will vary from year to year; typical areas covered may include: tools for large scale data analytics (Hadoop, Spark), data analytics in the cloud, properties of large scale social networks, applications of data analytics in security.</td>
<td>None</td>
<td>C- in (CISC 333/3.0 or CISC351/3.0)</td>
<td>None</td>
<td>None</td>
<td>120(36L;36LB;48P)</td>
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<td>FILM</td>
<td>FILM</td>
<td>204</td>
<td>3.0</td>
<td>Introduction to Creative Industries</td>
<td>A broad introduction and overview of different creative sectors with a focus on the current state of industry and future projections, presented through a specially curated series of in-depth discussions with key professionals.</td>
<td>Priority will be given to FILM, STSC, and COCA students.</td>
<td>(A grade of B- in FILM 110/6.0) or (a GPA of 2.60 in FILM 104/3.0 and FILM 106/3.0) or (a GPA of 2.60 in BISC 100/3.0 and FILM 104/3.0).</td>
<td>108(36L;24Lb;48P)</td>
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<tr>
<td>FILM</td>
<td>FILM</td>
<td>210</td>
<td>3.0</td>
<td>The Horror Film</td>
<td>This course examines the emergence and continuing popularity of the horror film from a global perspective. It explores the history and transformations of the genre and the ways in which the horror film has been mobilized in popular media to address larger cultural, political, and sociological issues.</td>
<td>Priority will be given to FILM, STSC, and COCA students.</td>
<td>Level 200 or above</td>
<td>108(36L;24Lb;48P)</td>
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<tr>
<td>FILM</td>
<td>FILM</td>
<td>215</td>
<td>3.0</td>
<td>Science Fiction Cinema</td>
<td>This course examines the emergence and continuing popularity of the science fiction film from a global perspective. It explores the history and transformations of the genre and the ways in which science fiction film has been mobilized in popular media to address larger cultural, political, and sociological issues.</td>
<td>Priority will be given to FILM, STSC, and COCA students.</td>
<td>Level 200 or above</td>
<td>108(36L;24Lb;48P)</td>
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<td>FILM</td>
<td>FILM</td>
<td>220</td>
<td>3.0</td>
<td>Disney Pixar Dreamworks</td>
<td>This course offers a historical, sociological, and theoretical framing and analysis of children's animated feature films produced by major American animation studios. The course will examine these beloved childhood classics as texts that are rich with ideological and political concerns.</td>
<td>Priority will be given to FILM, STSC, COCA, and MDIA students.</td>
<td>Level 200 or above</td>
<td>108(36L;24Lb;48P)</td>
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<td>FILM</td>
<td>FILM</td>
<td>225</td>
<td>3.0</td>
<td>The Comedy Film</td>
<td>The Comedy Film</td>
<td>This course examines the emergence and continuing popularity of the comedy film from a global perspective. It explores the history and transformations of the genre and the ways in which comedy has been mobilized as a popular media to address larger cultural, political, and sociological issues.</td>
<td>Priority will be given to FILM, STSC, COCA, and MDIA students.</td>
<td>Level 200 or above</td>
<td>108(36L;24Lb;48P)</td>
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<tr>
<td>FILM</td>
<td>FILM</td>
<td>455</td>
<td>3.0</td>
<td>Cross-Platform Storytelling</td>
<td>Cross-Platform Storytelling</td>
<td>A practical special topic course that explores how a single story can be told across different popular media with special attention to emerging platforms and technologies, from graphic novels to video games, augmented reality to virtual reality.</td>
<td>None.</td>
<td>Registration in a FILM Plan, STSC or COCA Specialization and 30.0 units in FILM or permission of the Department.</td>
<td>108(36L;24Lb;48P)</td>
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<td>FILM</td>
<td>FILM</td>
<td>456</td>
<td>3.0</td>
<td>The Video Essay</td>
<td>The Video Essay</td>
<td>This course will introduce students to the “Video Essay,” a form of film and media study which combines textual or language based elements of conventional scholarly analysis with relevant audio-visual materials. Student video essay productions will use the essential component parts of media work directly in the analytical and production process.</td>
<td>Priority will be given to FILM, STSC, COCA, and MDIA students.</td>
<td>Registration in a FILM Plan, STSC or COCA Specialization and 30.0 units in FILM or permission of the Department.</td>
<td>108(36L;24Lb;48P)</td>
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<td>FILM</td>
<td>FILM</td>
<td>388</td>
<td>3.0</td>
<td>Indigenous Film and Media</td>
<td>Indigenous Film and Media</td>
<td>This course offers a journey into Indigenous and Inuit film, produced by Indigenous filmmakers from the Americas, Northern Europe and Australia. Topics such as Indigenous methodologies and aesthetics, Indigenous feminism, decolonization, self-recognition, language revitalization and cultural reappropriation will be explored.</td>
<td>Priority will be given to FILM, STSC, COCA, and INDG students.</td>
<td>(Registration in a FILM Plan, STSC or COCA Specialization and 12.0 units in FILM) or (Level 3 and registration in INDG Plan and DEVS 220/3.0 and DEVS 221/3.0)</td>
<td>FILM</td>
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<tr>
<td>FREN</td>
<td>FREN</td>
<td>225</td>
<td>3.0</td>
<td>French in the Professional Workplace</td>
<td>French Professional Workplace</td>
<td>This course is designed to provide students with foundational French oral and written skills to successfully navigate through a range of professional workplace environments. It will expose students to professional situations and enable them to actively engage in real life scenarios; from applying and interviewing for a position when entering the workforce, to chairing meetings and conducting routine business as an active member of a professional organization.</td>
<td>NOTE: This course is not intended for fluent French speakers. NOTE: Not available for credit towards any Plan in FREN.</td>
<td>FREN 118/3.0 or FREN 150/6.0.</td>
<td>FREN</td>
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<td>FREN</td>
<td>FREN</td>
<td>236</td>
<td>3.0</td>
<td>French for Healthcare Professionals</td>
<td>FrenchHealthcare Professionals</td>
<td>This course will provide learners with work-related vocabulary as well as the written and oral communication skills to effectively engage in a range of bilingual professional environments and situations pertaining to healthcare. Throughout the course, learners work in small groups on collaborative projects to simulate real world situations.</td>
<td>NOTE: Language is the principal focus of this course. Prior experience or professional knowledge in the field is not necessary. NOTE: This course is not intended for fluent French speakers. NOTE: Not available for credit towards any Plan in FREN.</td>
<td>FREN 225/3.0</td>
<td>120(300;90P)</td>
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<td>FREN</td>
<td>FREN</td>
<td>237</td>
<td>3.0</td>
<td>French for Government Professionals</td>
<td>FrenchGovernment Professionals</td>
<td>The course will provide learners with technical vocabulary as well as the written and oral French communication skills to effectively engage in a range of situations, activities, and tasks within government workplaces. Collaborative group work and assignments will simulate real world situations.</td>
<td>NOTE: Language is the principal focus of this course. Prior experience or professional knowledge in the field is not necessary. NOTE: This course is not intended for fluent French speakers. NOTE: Not available for credit towards any Plan in FREN.</td>
<td>FREN 225/3.0</td>
<td>120(300;90P)</td>
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<td>FREN</td>
<td>FREN</td>
<td>238</td>
<td>3.0</td>
<td>French for Legal Professionals</td>
<td>French for Legal Professionals</td>
<td>The course will provide learners with technical vocabulary as well as the French written and oral language skills to effectively communicate with French speaking clients and conduct routine legal communication in French. Collaborative group work and assignments will simulate real world situations.</td>
<td>NOTE: Language is the principal focus of this course. Prior experience or professional knowledge in the field is not necessary. NOTE: This course is not intended for fluent French speakers. NOTE: Not available for credit towards any Plan in FREN.</td>
<td>FREN 225/3.0</td>
<td>120(300;90P)</td>
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<td>GPHY</td>
<td>GPHY</td>
<td>105</td>
<td>3.0</td>
<td>The Digital Earth: Spatial Data and Earth Observation</td>
<td>A vast amount of geospatial data has now become publicly accessible through online tools and smartphones. This course provides a critical introduction to the sources of these geospatial data, and the techniques of their visualization and analysis. Students will, by the end of the course, be able to manipulate and analyze these data in GIS software.</td>
<td>GPHY 105/3.0 is an option course and will not be a pre-requisite for entry into GPHY Plans as are GPHY 101/3.0 and 102/3.0.</td>
<td>None.</td>
<td>None</td>
<td>None</td>
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<tr>
<td>GPHY</td>
<td>GPHY</td>
<td>203</td>
<td>3.0</td>
<td>Water Resources and Management</td>
<td>Water resources are coming under increasing pressure due to rising levels of demand and pollution. This course examines dimensions of the world’s need for this critical resource. Topics include water distribution and availability, water quality, different water uses and demands, water treatment, and approaches to water management and allocation.</td>
<td>None.</td>
<td>Level 2 or above or permission of the Department.</td>
<td>None</td>
<td>None</td>
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<td>GPHY</td>
<td>GPHY</td>
<td>343</td>
<td>3.0</td>
<td>Applications of Geospatial Technology for Business</td>
<td>This course introduces the practical use of GIS in business and strategic planning decisions. Students will learn how to collect, visualize and analyze spatial data to address many business, socio-economic and demographic challenges from a spatial context and present solutions on maps for a wide range of business applications.</td>
<td>None.</td>
<td>GPHY 243/3.0 or permission of the Department.</td>
<td>None.</td>
<td>None.</td>
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<p>| GPHY | GPHY          | 204 replacing GPHY 104/3.0 | 3.0              | Forests as a Global Resource | Forests are a critical global resource, containing significant biodiversity, regulating CO2 in the atmosphere, and providing cultural and economic benefits to society. Yet forests are threatened by over-harvesting, fire, development and environmental change. This course examines the ecology, distribution, and sustainability of the world’s forests. | None.           | Level 2 or above or permission of the Department. | None.           | None.         | GPHY 104/3.0. | 120(36L;30G;54P) |</p>
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<th>New Exclusion</th>
<th>Intended Learning Outcomes / Learning Hours</th>
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<tr>
<td>DRAM/MUSC</td>
<td>MUSC</td>
<td>210</td>
<td>3.0</td>
<td>Western Art</td>
<td>Western Art</td>
<td>This course is an examination of the styles, genres, and composers of Western art music between ca. 1000 and 1800 CE. Exploring the historical trajectory of Western music in global context, we will continue to build skills to critically analyze musical works and connect their production with social and cultural contexts.</td>
<td>MUTH 110/3.0</td>
<td>MUSC 191/6.0</td>
<td>No more than 3.0 units from MUSC 204/3.0; MUSC 210/3.0</td>
<td>119(36L;18O;65P)</td>
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<td>Music: Crusades</td>
<td>Art Music I</td>
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<td>to Colonialism</td>
<td>Western Art</td>
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<td>to Colonialism</td>
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<td>Western Art</td>
<td>Industrialization</td>
<td>This course is an examination of the styles, genres, and composers of Western art music between 1750 and the present. Exploring the historical trajectory of Western music in global context, we will build skills to critically analyze musical works and connect their production with social and cultural contexts.</td>
<td>MUTH 111/3.0</td>
<td>MUSC 191/6.0</td>
<td>No more than 3.0 units from MUSC 203/3.0; MUSC 102/3.0; MUSC 211/3.0</td>
<td>120(36L;12O;72P)</td>
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<td>211</td>
<td>3.0</td>
<td>Western Art</td>
<td>Industrialization</td>
<td>This course is an examination of the styles, genres, and composers of Western art music between 1750 and the present. Exploring the historical trajectory of Western music in global context, we will build skills to critically analyze musical works and connect their production with social and cultural contexts.</td>
<td>MUTH 111/3.0</td>
<td>MUSC 191/6.0</td>
<td>No more than 3.0 units from MUSC 203/3.0; MUSC 102/3.0; MUSC 211/3.0</td>
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<td>Industrialization</td>
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<td>MUTH 111/3.0</td>
<td>MUSC 191/6.0</td>
<td>No more than 3.0 units from MUSC 203/3.0; MUSC 102/3.0; MUSC 211/3.0</td>
<td>120(36L;12O;72P)</td>
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<tr>
<td>DRAM/MUSC</td>
<td>MUTH</td>
<td>440</td>
<td>3.0</td>
<td>Selected Opera</td>
<td>Selected Opera</td>
<td>An analysis of selected opera designers focusing on the kinaesthetics of design for opera to reflect society. Emphasis is placed on the intersections of music with singing, and choreography and a dynamic visuality.</td>
<td>Level 4 and registered in a DRAM, MUSC, MUTH, STSC or COCA plan.</td>
<td>none</td>
<td>No more than 3.0 units from DRAM 419/3.0-001 (2017-2018); MUTH 440/3.0</td>
<td>120(36L;84P)</td>
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<td>SKHS</td>
<td>HLTH</td>
<td>235</td>
<td>3.0</td>
<td>Food Systems</td>
<td>This course introduces contemporary issues in the dominant food system and the ways in which food production, distribution and consumption produce and reproduce relations of power.</td>
<td>none</td>
<td>HLTH 101/3.0 or SOCY 122/6.0 or GNDS 120/3.0 or GPHY 101/3.0</td>
<td>None</td>
<td>120(36L;72P)</td>
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<td>SKHS</td>
<td>HLTH</td>
<td>270</td>
<td>3.0</td>
<td>Movement Behaviours and Health</td>
<td>Movement is on a continuum that includes sleep, sedentary behaviour, and physical activity. This course will use primary prevention and life course approaches to study movement behaviour levels of the population, the influence of movement behaviours on health, and strategies for intervening on movement behaviours.</td>
<td>None</td>
<td>HLTH 102/3.0</td>
<td>No more than 3.0 units from HLTH 270/3.0; KNPE 255/3.0</td>
<td>120(36L;72P)</td>
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<td>SKHS</td>
<td>KNPE</td>
<td>337</td>
<td>3.0</td>
<td>Physical Activity Promotion for Children and Youth</td>
<td>This course explores topics such as theoretical models of motivation, interest, and interpersonal behaviours, and the design, implementation, and provision of inclusive physical activity environments for children/youth. This course emphasizes the application of theory through activity-based classroom sessions and community placements.</td>
<td>Transportation and other costs directly related to the student (e.g. required Criminal Checks) are the responsibility of the student.</td>
<td>Level 3 or above in a KINE, HLTH Major or Medial Plan and (KNPE 237/3.0 or HLTH 270/3.0) and permission of the SKHS Undergraduate Coordinator.</td>
<td>No more than 3.0 units from KNPE 337/3.0; PACT 237/3.0</td>
<td>126(24L;18Lb;24Oc;60P)</td>
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<tr>
<td>POLS</td>
<td>POLS</td>
<td>359</td>
<td>3.0</td>
<td>Issues in Political Theory</td>
<td>Issues in Political Theory</td>
<td>The course will focus on central issues that arise in political theory: citizens’ relation to the state and to each other. Specifically, the course will discuss problems of liberty, toleration, punishment, and multiculturalism; and inter-state problems such as global justice, just war, justice and the environment, and inter-generational justice.</td>
<td>(12 units in POLS at the 200 level or above) and (a GPA of 2.0 on all units in POLS), or permission of the Department.</td>
<td>120(24L;12S;84P)</td>
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<td>POLS</td>
<td>POLS</td>
<td>360</td>
<td>3.0</td>
<td>International Relations Theory</td>
<td>International Relations Theory</td>
<td>The course examines the theoretical approaches, concepts, and debates (e.g., levels of analysis, causality, methodology, historiography) that shape the evolution of International Relations as a discipline, including subfields (e.g., international security and international organizations) and how they relate to the conduct of international politics.</td>
<td>(12 units in POLS at the 200 level or above) and (a GPA of 2.0 on all units in POLS), or permission of the Department.</td>
<td>117(36L;78P)</td>
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<td>POLS</td>
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<td>380</td>
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<td>Puzzles in Political Economy</td>
<td>Puzzles in Political Economy</td>
<td>The course introduces students to the scientific method and its application to various puzzles in Canadian and comparative political economy. Following a primer on research methods, several empirical and theoretical puzzles are examined (e.g., relationships between voting and economic interests, the origins and drivers of government taxation, etc).</td>
<td>(12 units in POLS at the 200 level or above) and (a GPA of 2.0 on all units in POLS), or permission of the Department.</td>
<td>120(36L;12O;72P)</td>
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<td>POLS</td>
<td>POLS</td>
<td>460</td>
<td>3.0</td>
<td>International Relations of the Asia-Pacific</td>
<td>IR of the Asia-Pacific</td>
<td>This IR seminar introduces students to major issues shaping the study and conduct of international politics in Southeast Asia, East Asia, and the Asia-Pacific. Seminar topics examine the involvement of major powers in the region, regional institutions and regimes, norms and identities, transnational crime, non-state actors, and natural disasters.</td>
<td>Level 4 and (registration in a POLS Major or Medial Plan) and POLS 250/6.0 and (a GPA of 2.5 on all units in POLS).</td>
<td>120(30S;3T;3G;84P)</td>
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<td>PSYC</td>
<td>PSYC</td>
<td>204</td>
<td>3.0</td>
<td>Applications and Careers in the Psychological Sciences</td>
<td>Applied Psychological Sciences</td>
<td>This course explores how the psychological sciences are applied in practice, and identifies education and training paths required for work in the psychological sciences. Students will gain significant exposure to career and education planning considerations within the psychological sciences.</td>
<td>Not applicable.</td>
<td>PSYC 100/6.0</td>
<td>111(24L;12G;30;72P)</td>
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<td>MAST</td>
<td>STAT</td>
<td>456</td>
<td>3.0</td>
<td>Bayesian Analysis</td>
<td>Bayesian Analysis</td>
<td>An introduction to Bayesian analysis and decision theory: elements of decision theory; Bayesian point estimation, set estimation, and hypothesis testing; special priors; computations for Bayesian analysis.</td>
<td>STAT 463/3.0 or the permission of the Department</td>
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<td>MAST</td>
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<td>457</td>
<td>3.0</td>
<td>Statistical Computing</td>
<td>Statistical Computing</td>
<td>Introduction to the theory and application of statistical algorithms. Topics include classification, smoothing, model selection, optimization, sampling, supervised and unsupervised learning.</td>
<td>STAT 361/3.0 or ECON 351/3.0 or the permission of the Department</td>
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## Course Deletions

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<td>GPHY</td>
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<td>103</td>
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<td>Water Resources</td>
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<td>104</td>
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<td>Forests as a Global Resource</td>
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<td>Introduction to Palaeography</td>
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<td>DRAM/MUSC</td>
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<td>Romantic and Twentieth Century Music</td>
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<td>DRAM/MUSC</td>
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<td>Baroque and Classical Music</td>
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<td>Mediaeval and Renaissance Music</td>
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### Exclusion

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<td>CLST</td>
<td>129</td>
<td>6</td>
<td>None</td>
<td>No more than 1 course from CLST 129/6.0; CLST 130/3.0 No more than 1 course from CLST 129/6.0; CLST 131/3.0</td>
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### Prerequisite

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<td>DBMS</td>
<td>BCHM</td>
<td>317</td>
<td>6</td>
<td>Introductory Biochemistry Laboratory</td>
<td>NONE</td>
<td>Registration in a BCHM Specialization or Major Plan.</td>
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<td>Prerequisite</td>
<td>DBMS</td>
<td>CANC</td>
<td>499</td>
<td>12</td>
<td>Research Project in Cancer Biology and Genetics</td>
<td>Level 4 and registration in a LISC Specialization Plan; CANC Sub-Plan and a GPA of 2.50.</td>
<td>Level 4 and registration in a LISC Specialization Plan (CANC Sub-Plan) and a GPA of 2.50.</td>
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<td>Prerequisite</td>
<td>DBMS</td>
<td>DDHT</td>
<td>459</td>
<td>3.0</td>
<td>Principles of Drug Discovery</td>
<td>PHAR 340/3.0 or and Level 4 and registration in a LISC Major or Specialization Plan and (a GPA of 2.5).</td>
<td>PHAR 340/3.0 and Level 4 and registration in a LISC Major or Specialization Plan and (a GPA of 2.5).</td>
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<td>Prerequisite</td>
<td>DBMS</td>
<td>EPID</td>
<td>301</td>
<td>3.0</td>
<td>Principles of Epidemiology</td>
<td>BIOL 243/3.0; CHEE 209/3.0; COMM 162/3.0; ECON 250/3.0; GPHY 247/3.0; KNPE 251/3.0; NURS 323/3.0; PHED 251/3.0; POLS 385/3.0; PSYC 202/3.0; SOCY 211/3.0; STAT 263/3.0; STAT 267/3.0; STAT 367/3.0 or permission of the Department of Biomedical and Molecular Sciences.</td>
<td>BIOL 243/3.0; CHEE 209/3.0; COMM 162/3.0; ECON 250/3.0; GPHY 247/3.0; KNPE 251/3.0; NURS 323/3.0; PHED 251/3.0; POLS 385/3.0; PSYC 202/3.0; SOCY 211/3.0; STAT 263/3.0; STAT 267/3.0; STAT 269/3.0; STAT 367/3.0 or permission of the Department of Biomedical and Molecular Sciences.</td>
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<td>Pharmacology for the Health Sciences</td>
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<td>PHAR</td>
<td>340</td>
<td>3.0</td>
<td>Principles of General Pharmacology I</td>
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<td>BCHM 310/9.0 or BCHM 315/3.0</td>
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<td>Prerequisite</td>
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<td>BCHM</td>
<td>410</td>
<td>3.0</td>
<td>Protein Structure and Function</td>
<td>Level 4 and (registration in a BCHM Specialization or Major Plan) and [a GPA of 2.7 in BCHM 313/3.0, BCHM 315/3.0, BCHM 316/3.0, BCHM 317/6.0, (BCHM 218/3.0 or Mbio 218/3.0)].</td>
<td>Level 4 and (registration in a BCHM Specialization or Major Plan) and [a GPA of 2.5 in BCHM 313/3.0, BCHM 315/3.0, BCHM 316/3.0, BCHM 317/6.0, (BCHM 218/3.0 or Mbio 218/3.0)].</td>
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<td>411</td>
<td>3.0</td>
<td>Advanced Molecular Biology</td>
<td>Level 4 and (registration in a BCHM Specialization or Major Plan) and [a GPA of 2.7 in BCHM 313/3.0, BCHM 315/3.0, BCHM 316/3.0, BCHM 317/6.0, (BCHM 218/3.0 or Mbio 218/3.0)].</td>
<td>Level 4 and (registration in a BCHM Specialization or Major Plan) and [a GPA of 2.5 in BCHM 313/3.0, BCHM 315/3.0, BCHM 316/3.0, BCHM 317/6.0, (BCHM 218/3.0 or Mbio 218/3.0)].</td>
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<td>DBMS</td>
<td>BCHM</td>
<td>432</td>
<td>3.0</td>
<td>The Molecular Basis of Cellular Function</td>
<td>Level 4 and (registration in a BCHM Specialization or Major Plan) and [a GPA of 2.7 in BCHM 313/3.0, BCHM 315/3.0, BCHM 316/3.0, BCHM 317/6.0, (BCHM 218/3.0 or Mbio 218/3.0)].</td>
<td>Level 4 and (registration in a BCHM Specialization or Major Plan) and [a GPA of 2.5 in BCHM 313/3.0, BCHM 315/3.0, BCHM 316/3.0, BCHM 317/6.0, (BCHM 218/3.0 or Mbio 218/3.0)].</td>
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<td>441</td>
<td>3.0</td>
<td>Current Topics in Biochemistry</td>
<td>Level 4 and (registration in a BCHM Major Plan) and [a GPA of 2.7 in BCHM 313/3.0, BCHM 315/3.0, BCHM 316/3.0, BCHM 317/6.0, (BCHM 218/3.0 or MBIO 218/3.0)].</td>
<td>Level 4 and (registration in a BCHM Major Plan) and [a GPA of 2.5 in BCHM 313/3.0, BCHM 315/3.0, BCHM 316/3.0, BCHM 317/6.0, (BCHM 218/3.0 or MBIO 218/3.0)].</td>
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<td>Corequisite</td>
<td>COMP</td>
<td>CISC</td>
<td>124</td>
<td>3.0</td>
<td>Introduction to Computing Science II</td>
<td>COREQUISITE CISC 102/3.0 or MATH 111/6.0 or MATH 121/6.0 or MATH 122/6.0 or MATH 123/6.0 or MATH 124/6.0 or MATH 125/6.0 or APSC 171/3.0 or APSC 172/3.0 or APSC 173/3.0 or APSC 174/3.0 or COMM 161/3.0 or COMM 162/3.0.</td>
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<td>471</td>
<td>3.0</td>
<td>Computational Biology</td>
<td>C- in [CISC 271/3.0 and CISC 352/3.0 and (BCHM 218/3.0 or MBIO 218/3.0) and (BIOL 334/3.0 or BCHM 315/3.0)].</td>
<td>C- in [CISC 271/3.0 and CISC 352/3.0 and CISC 365/3.0 and (BCHM 218/3.0 or MBIO 218/3.0) and (BIOL 334/3.0 or BCHM 315/3.0)] and registration in COMP Plan.</td>
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<td><strong>Course Title, Prerequisite</strong></td>
<td>COMP</td>
<td>CISC</td>
<td>486</td>
<td>3.0</td>
<td>Game Engine Development</td>
<td>Game Development</td>
<td>C- in [CISC 226/3.0 and CISC 326/3.0 and CISC 324/3.0 and (MATH 110/6.0 or MATH 111/6.0 or MATH 112/3.0)].</td>
<td>C- in [CISC 226/3.0 or CISC 326/3.0] and CISC 324/3.0 and (MATH 110/6.0 or MATH 111/6.0 or MATH 112/3.0) and registration in a COMP Plan.</td>
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<td>Software Architecture</td>
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<td>6.0</td>
<td>Information Technology Project</td>
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<td>Level 4 and registration in a SODE Specialization Plan and a GPA of 1.90 and (a GPA of 2.60 in CISC; SOFT; COCA; COGS) and (at least 30 units in CISC; SOFT; COCA; COGS) and [C- in (CISC 322/3.0 or CISC 326/3.0) and (CISC 325/3.0 or CISC 327/3.0 or SOFT 325/3.0 or SOFT 327/3.0)].</td>
<td>Level 4 and registration in a SODE Specialization Plan and a GPA of 1.90 and (a GPA of 2.60 in CISC; SOFT; COCA; COGS) and (at least 30 units in CISC; SOFT; COCA; COGS) and (CISC 325/3.0 or CISC 327/3.0 or SOFT 325/3.0 or SOFT 327/3.0)].</td>
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<td>Advanced Undergraduate Project</td>
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<td>Level 4 and registration in a COMP Major or BMCO or COMA or CSCI Specialization Plan and a GPA of 1.90 and (a GPA of 2.60 in CISC; SOFT; COCA; COGS) and at least 30 units in CISC; SOFT; COCA; COGS and C- in CISC 365/3.0.</td>
<td>Level 4 and registration in a COMP Major or BMCO or COMA or CSCI Specialization Plan and a GPA of 1.90 and (a GPA of 2.60 in CISC; SOFT; COCA; COGS) and at least 30 units in CISC; SOFT; COCA; COGS and C- in CISC 365/3.0.</td>
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</table>
| Prerequisite | COMP | CISC | 300+ | 3.0 | various | various | Add to each course in the range CISC 300 to CISC 496 save and except for NEW COURSES CISC 351 and CISC 451 and existing course CISC 352 the phrase “and registered in a COMP Plan”.

| Prerequisite | COMP | CISC | 422 | 3.0 | Formal Methods in Software Engineering | C- in CISC 223/3.0 | Level 4 and C- in CISC 223/3.0 and registration in a COMP Plan. |

| Prerequisite | COMP | CISC | 497 | 3.0 | Social, Ethical and Legal Issues in Computing | Level 4 and registration in a COMP Major or Specialization Plan and a GPA of 1.90 and a GPA of 2.60 in CISC; SOFT; COCA; COGS and at least 30 units in CISC; SOFT; COCA; COGS and C- in (CISC 365/3.0 or CISC 352/3.0). |

| Prerequisite | COMP | COGS | 499 | 3.0 | Advanced Undergraduate Project | (Level 4 and registered in a COGS Specialization Plan) and (an overall GPA of 1.90) and a GPA of 2.60 from 30.0 units in CISC) and (a GPA of 2.60 in COGS) and COGS 300/3.0. (Level 4 and registered in a COGS Specialization Plan) and (a GPA of 1.90) and a GPA of 2.60 in CISC; SOFT; COCA; COGS and at least 30 units in CISC; SOFT; COCA; COGS and C- in (CISC 365/3.0 or CISC 352/3.0). |
### Corequisite

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<th>Existing Course Title</th>
<th>Existing Corequisite</th>
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<td><strong>Corequisite</strong></td>
<td>COMP</td>
<td>CISC</td>
<td>121</td>
<td>3.0</td>
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<td>Introduction to Computing Science I</td>
<td>COREQUISITE CISC 102/3.0 or MATH 111/6.0 or MATH 121/6.0 or MATH 122/6.0 or MATH 110/6.0 or MATH 112/6.0 or MATH 123/3.0 or MATH 124/3.0 or MATH 126/6.0.</td>
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<td><strong>Corequisite</strong></td>
<td>COMP</td>
<td>CISC</td>
<td>102</td>
<td>3.0</td>
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<td>Elements of Computing Science</td>
<td>COREQUISITE CISC 102/3.0 or MATH 111/6.0 or MATH 121/6.0 or MATH 122/6.0 or MATH 110/6.0 or MATH 112/3.0 or MATH 120/6.0 or MATH 123/3.0 or MATH 124/3.0 or MATH 126/6.0 or APSC 171/3.0 or APSC 172/3.0 or APSC 174/3.0 or COMM 161/3.0 or COMM 162/3.0.</td>
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### Exclusion, Learning Hours

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<th>New Prerequisite</th>
<th>Existing Exclusion</th>
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<td>COMP</td>
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<td>101</td>
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<td>Elements of Computing Science</td>
<td>EXCLUSION No more than 3.0 units from APSC 142/3.0; CISC 101/3.0; CISC 110/3.0. ONE-WAY EXCLUSION May not be taken with or after: CISC 121/3.0; CISC, SOFT at the 200-level and above.</td>
<td>EXCLUSION No more than 3.0 units from APSC 142/3.0; CISC 101/3.0; CISC 110/3.0. CISC 151/3.0. ONE-WAY EXCLUSION May not be taken with or after: CISC 121/3.0; CISC, SOFT at the 200-level and above.</td>
<td>120(36L;24Lb;60P)</td>
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<td>Exclusion</td>
<td>COMP</td>
<td>CISC</td>
<td>110</td>
<td>3.0</td>
<td>Creative Computing</td>
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<td>EXCLUSION No more than 3.0 units from APSC 142/3.0; CISC 101/3.0; CISC 110/3.0. ONE-WAY EXCLUSION May not be taken with or after CISC 121/3.0.</td>
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<td>Prerequisite, Exclusion</td>
<td>COMP</td>
<td>CISC</td>
<td>333</td>
<td>3.0</td>
<td>Introduction to Data Mining</td>
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<td>C- in [(CISC 121/3.0 and CISC 203/3.0) and (3.0 units from STAT) and (3.0 units from MATH 111/6.0; MATH 110/6.0; MATH 112/3.0)].</td>
<td>C- in [(CISC 121/3.0 and CISC 203/3.0) and (3.0 units from STAT or one of STAT_Options) and (3.0 units from MATH 111/6.0; MATH 110/6.0; MATH 112/3.0)] and registration in a COMP Plan.</td>
<td>None</td>
<td>EXCLUSION No more than 3.0 units from CISC 251/3.0 and CISC 333/3.0</td>
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<td>Course Revision</td>
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<td>FILM</td>
<td>FILM</td>
<td>240</td>
<td>3.0</td>
<td>Media and Popular Culture</td>
<td>Course surveys a variety of popular media forms and genres (film, TV, radio, music, novels, magazines, advertising, news, Internet). Introduces contemporary cultural studies analysis concerning the impact of everyday media use on the formation of identities, perceptions, lifestyles and communities.</td>
<td>This course on the dynamics between media and popular culture takes an interrogative approach. It is organized around a series of questions that will introduce students to a range of key concepts in media and mass communication studies, with the goal of providing a theoretical structure to support critical analysis of contemporary cultural trends.</td>
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<td>Course Revision</td>
<td>Course Description</td>
<td>FILM</td>
<td>FILM</td>
<td>260</td>
<td>3.0</td>
<td>Digital Media Theory and Practice</td>
<td>Digital Media Theory and Practice Survey of digital media theories and online mass communication practices, with emphasis on social and mobile technologies. Course considers the impact of digitalization on the creative and culture industries.</td>
<td>Survey of digital media theories and online mass communication practices, with emphasis on social and mobile technologies. Course considers the impact of digitalization on the creative and culture industries.</td>
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<td>Course Revision</td>
<td>Course Notes</td>
<td>FILM</td>
<td>FILM</td>
<td>460</td>
<td>6.0</td>
<td>Major Project</td>
<td></td>
<td>See Reason for proposed Changes</td>
<td>Open to FILM Major or Medial, STSC, and COCA students only.</td>
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<td>Course Title</td>
<td>FILM</td>
<td>FILM</td>
<td>303</td>
<td>3.0</td>
<td>Transnational Cinemas</td>
<td>World Cinemas</td>
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<td>Course Revision</td>
<td>Course Revision</td>
<td>FILM</td>
<td>FILM</td>
<td>340</td>
<td>3.0</td>
<td>Advertising and Consumer Culture</td>
<td>Advertising and Consumer Culture Course reviews print, online, and television advertising strategies to understand the construction of consumer culture and citizenship. Critically examines the historical evolution of integrated marketing and communications and public relations in North America.</td>
<td>This course reviews advertising strategies across a range of different media to understand the construction and functions of consumer culture and citizenship in politics, economics, art, and everyday life. We shall critically examine theories and case studies primarily from North America.</td>
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<td>GPHY</td>
<td>GPHY</td>
<td>102</td>
<td>3.0</td>
<td>Earth System Science</td>
<td>Physical Geography and Natural Resources</td>
<td>This course introduces the major concepts studied in Earth System Science. The fundamental processes and interrelationships between the atmosphere, oceans, biosphere and the lithosphere are investigated to serve as a basis for understanding natural systems, particularly at or near the Earth’s surface.</td>
<td>This course introduces the major concepts studied in physical geography and natural resources. The processes and interrelationships between the atmosphere, hydrosphere, biosphere and lithosphere, particularly at, or near the Earth’s surface, are investigated to serve as a basis for understanding the nature and distribution of natural resources.</td>
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<td>GPHY</td>
<td>GPHY</td>
<td>209</td>
<td>3.0</td>
<td>Principles of Hydroclimatology</td>
<td>Weather and Climate</td>
<td>The principles of energy and water exchange between the atmosphere, surface and subsurface. The hydrological cycle, radiation, and energy balances are used as conceptual frameworks.</td>
<td>The weather and climate system will be investigated to provide a background to interpret weather conditions and to understand broader climate and climate change phenomena. Topics include: atmospheric properties, energy and moisture exchanges, weather system evolution, precipitation, climate classification and forecasting.</td>
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<td>GPHY</td>
<td>GPHY</td>
<td>346</td>
<td>3.0</td>
<td>Environmental Modeling</td>
<td>GIS and Modelling for Environmental Applications</td>
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<td>GPHY</td>
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<td>351</td>
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<td>Aboriginal Geographies of Canada</td>
<td>Geographies of Indigenous and Settler Relations</td>
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### Course Title

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<td></td>
<td>GPHY</td>
<td>365</td>
<td>3.0</td>
<td>Geography, Development, and Environment in the Third World</td>
<td>Geography, Development, and Environment in the ‘Third World’</td>
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### Prerequisite

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<td>Prerequisite</td>
<td>DRAM/MUSC MUSC</td>
<td>380</td>
<td>3.0</td>
<td>Topics in Music History and Culture I</td>
<td>(MUSC 191/6.0 and MUSC 103/3.0 and MUSC 203/3.0 or MUSC 204/3.0 or MUSC 205/3.0) or permission of the School.</td>
<td>MUSC 191/6.0 and [(MUSC 210/3.0 or MUSC 211/3.0) or (MUSC 203/3.0 or MUSC 204/3.0 or MUSC 205/3.0)] or permission of the School.</td>
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<td>Prerequisite</td>
<td>DRAM/MUSC MUSC</td>
<td>381</td>
<td>3.0</td>
<td>Topics in Music History and Culture II</td>
<td>(MUSC 191/6.0 and MUSC 103/3.0 and MUSC 203/3.0 or MUSC 204/3.0 or MUSC 205/3.0) or permission of the School.</td>
<td>MUSC 191/6.0 and [(MUSC 210/3.0 or MUSC 211/3.0) or (MUSC 203/3.0 or MUSC 204/3.0 or MUSC 205/3.0)] or permission of the School.</td>
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<td>Prerequisite</td>
<td>DRAM/MUSC MUSC</td>
<td>480</td>
<td>3.0</td>
<td>Genre Studies</td>
<td>([MUSC 293/3.0 or MUSC 291/6.0] and MUSC 103/3.0 and [MUSC 203/3.0 or MUSC 204/3.0 or MUSC 205/3.0]) or permission of the School.</td>
<td>(MUSC 293/3.0 or MUSC 291/6.0) and [(MUSC210/3.0 or MUSC211/3.0) or (MUSC 203/3.0 or MUSC 204/3.0 or MUSC 205/3.0)] or permission of the School.</td>
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<td>Prerequisite</td>
<td>DRAM/MUSC MUSC</td>
<td>481</td>
<td>3.0</td>
<td>Composer Studies</td>
<td>([MUSC 293/3.0 or MUSC 291/6.0] and MUSC 103/3.0 and [MUSC 203/3.0 or MUSC 204/3.0 or MUSC 205/3.0]) or permission of the School.</td>
<td>(MUSC 293/3.0 or MUSC 291/6.0) and [(MUSC210/3.0 or MUSC211/3.0) or (MUSC 203/3.0 or MUSC 204/3.0 or MUSC 205/3.0)] or permission of the School.</td>
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<td>DRAM/MUSC</td>
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<td>102</td>
<td>3.0</td>
<td>Western Music: Napoleon to 9/11</td>
<td>None</td>
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<td>No more than 3.0 units from MUSC 102/3.0; MUSC 211/3.0</td>
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<td>DRAM/MUSC</td>
<td>DRAM</td>
<td>240</td>
<td>3.0</td>
<td>Introduction to Theatre Space</td>
<td>none</td>
<td>Students in DRAM Major and Medial Plans are strongly encouraged to take DRAM 246/1.5 in their second year concurrently with DRAM240/3.0.</td>
<td>DRAM 246/3.0</td>
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<td>Course Descript., Course Notes</td>
<td>DRAM/MUSC</td>
<td>MUSC</td>
<td>473</td>
<td>3.0</td>
<td>Directed Special Study I</td>
<td>Advanced supervised study in music research.</td>
<td>Regulations pertaining to special study courses are available in the Dan School office.</td>
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### Course Descript., Course Notes

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<td>Course</td>
<td>DRAM/MUSC</td>
<td>MUSC</td>
<td>474</td>
<td>3.0</td>
<td>Directed Special Study II</td>
<td>Advanced supervised study in a specific area of musicology/ethnomusicology, music theory/analysis or music education. Regulations available in the Music Office.</td>
<td>Advanced supervised study in music research.</td>
<td>none</td>
<td>Regulations pertaining to special study courses are available in the Dan School office.</td>
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<td>Course</td>
<td>DRAM/MUSC</td>
<td>MUSC</td>
<td>592</td>
<td>6.0</td>
<td>Honors Thesis</td>
<td>A critical essay of at least 7500 words on a topic of the student’s choice in the field of musicology, ethnomusicology, or music theory and analysis, written under the supervision of a faculty member.</td>
<td>A substantive research project in music on a topic of the student’s choice, completed under the supervision of a faculty member.</td>
<td>none</td>
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### Course Descript., Prereq., Corequisite

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<th>New Prerequisite</th>
<th>Existing Corequisite</th>
<th>New Coreq.</th>
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<td>Course</td>
<td>DRAM/MUSC</td>
<td>MUSC</td>
<td>388</td>
<td>3.0</td>
<td>Canadian Music Since 1930</td>
<td>A study of art music in Canada since 1930 with an emphasis on specific composers and their works</td>
<td>A study of the lives and works of composers and musicians in Canada, in a diverse range of genres, as well as the development of institutions and infrastructure in the arts. This course will approach these topics through various lenses including nationalism, politics, pedagogy, and Settler/Indigenous interactions.</td>
<td>MUSC 103/3.0 and (MUSC 203/3.0 or MUSC 204/3.0 or MUSC 205/3.0).</td>
<td>Level 3 or above and [(MUTH 110/3.0 or MUTH 111/3.0) or (MUSC 203/3.0 or MUSC 204/3.0 or MUSC 205/3.0)] or permission of the School.</td>
<td>MUSC 293/3.0 or MUSC 291/3.0 or permission of the School.</td>
<td>none</td>
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<td>Type(s)</td>
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<td>Prereq.</td>
<td>DRAM/MUSC</td>
<td>MUSC</td>
<td>151</td>
<td>3.0</td>
<td>Introduction to Instrumental Composition</td>
<td>MUSC 104/3.0 or MUSC P52/3.0 or permission of the School</td>
<td>MUSC 104/3.0 or MUSC P52/3.0 or registration in a BMus or BMT Plan or permission of the School</td>
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<td>Course Notes</td>
<td>DRAM/MUSC</td>
<td>IDIS</td>
<td>311</td>
<td>3.0</td>
<td>Sound Production</td>
<td>Administered by the School of Music</td>
<td>Administered by the Department of Film and Media</td>
<td>120(36L;24O;60P)</td>
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<td>MUSC</td>
<td>114</td>
<td>3.0</td>
<td>Introduction to Teaching Music to Children</td>
<td>120(36S;18G;66P)</td>
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<td>Learning Hours</td>
<td>DRAM/MUSC</td>
<td>MUTH</td>
<td>211</td>
<td>3.0</td>
<td>Dance for Music Theatre</td>
<td>120(36S;18G;66P)</td>
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<td>Course Units, Learning Hours</td>
<td>DRAM/MUSC</td>
<td>DRAM</td>
<td>400</td>
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<td>Applied Theatre</td>
<td>240(72S;72G;96P)</td>
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<td>Course Units, Prerequisite, Learning Hours</td>
<td>DRAM/MUSC</td>
<td>IDIS</td>
<td>410</td>
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<td>3.0</td>
<td>Contemporary Cultural Performance in Practice</td>
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<td>MAST</td>
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<td>272</td>
<td>3</td>
<td>Applications of Numerical Methods</td>
<td>225/3.0</td>
<td>MATH 225/3.0 or MATH 232/3.0</td>
<td>MATH 225/3.0</td>
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<td>MAST</td>
<td>MATH</td>
<td>338</td>
<td>Fourier Methods for Boundary Value Problems</td>
<td>Fourier Methods for Boundary Value Problems</td>
<td>(MATH 221/3.0 or MATH 280/3.0) and (MATH 231/3.0 or MATH 232/3.0) and (MATH 110/6.0 or MATH 111/6.0)</td>
<td>(MATH 221/3.0 or MATH 280/3.0) and (MATH 225/3.0 or MATH 231/3.0 or MATH 232/3.0) and (MATH 110/6.0 or MATH 111/6.0)</td>
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<td>MAST</td>
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<td>421</td>
<td>Fourier Series Analysis</td>
<td>An exploration of the modern theory of Fourier series: Abel and Cesàro summability; Dirichlet’s and Fejér’s kernels; term by term differentiation and integration; infinite products; Bernoulli numbers; the Fourier transform, the inversion theorem, convolution of functions, the Plancherel theorem, and the Poisson summation theorem.</td>
<td>An exploration of the modern theory of Fourier series: Abel and Cesàro summability; Dirichlet’s and Fejér’s kernels; term by term differentiation and integration; infinite products; Bernoulli numbers; the Fourier transform, the inversion theorem, convolution of functions, the Plancherel theorem, and the Poisson summation theorem.</td>
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<td>Course Descript.</td>
<td>SKHS</td>
<td>HLTH</td>
<td>237</td>
<td>3.0</td>
<td>Introduction to the Study of Alcohol and Drug Problems</td>
<td>An overview of theoretical and practical issues. Topics include drug action, theories of drug abuse, treatment strategies, and community resources. Students prepare group presentations on trends, needs of selected populations, and issues of controversy.</td>
<td>An overview of conceptual and practical issues. Topics include drugs, drug action, theories on disordered use, treatment/recovery/healing, harm reduction and public policy as well as the understanding of consciousness and altered states.</td>
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<td>SKHS</td>
<td>HLTH</td>
<td>300</td>
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<td>KNPE</td>
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<td>Prereq.</td>
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<td>332</td>
<td>3.0</td>
<td>Foundations for Understanding Disability: A Health Perspective</td>
<td></td>
<td>(Level 2 or above and registration in a HLTH, KINE, or PHED Plan) or registration at the BISC.</td>
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<td>Level 3 or above and [(registration in a HLTH, KINE, or PHED Plan) or registration at the BISC].</td>
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<td>401</td>
<td>3.0</td>
<td>Inter-professional Collaborative Education</td>
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<td>Level 3 or above and a minimum GPA of 1.9.</td>
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<td>Level 4 and a minimum GPA of 1.9 and registration at the BISC.</td>
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<td></td>
<td>SKHS</td>
<td>HLTH</td>
<td>402</td>
<td>3.0</td>
<td>Disability Studies: Issues, Research and Policy</td>
<td></td>
<td>An introduction to the field of disability studies – definitions, conceptualizing disability, language for talking about disability, disability issues, policy and systems affecting people with disabilities. The course takes a global perspective on disability, addressing geo-political and cultural factors, as well as personal and social factors.</td>
<td>This course is designed to advance student understanding of the field of disability studies through the examination and analysis of disability issues in the global context. Current research and policy, controversial issues, and systems affecting people with disabilities worldwide will be the focus.</td>
<td>Level 3 or above and a minimum GPA of 1.9 and HLTH 332/3.0 or permission of the School.</td>
<td>Level 4 and a minimum GPA of 1.9 and HLTH 332/3.0 and registration at the BISC, or permission of the School.</td>
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<td>Global Studies of Social Inclusion, Community Participation and Mental Illness</td>
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<td>Level 3 or above and a minimum GPA of 1.9.</td>
<td>Level 4 and a minimum GPA of 1.9 and registration at the BISC.</td>
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<td>Healthy Aging</td>
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<td>Learning Hours</td>
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<td>365</td>
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<td>Motivational Interviewing for Physical Activity Behaviour</td>
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<td>KNPE</td>
<td>433</td>
<td>3.0</td>
<td>Global Sport and Disability</td>
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<td>(Level 3 or above in a PHED Specialization or KINE Specialization or HLTH Major or Medial Plan and HLTH 332/3.0) or registration at the Bader International Study Centre.</td>
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<td>Level 4 and [registration in a PHED Specialization or KINE Specialization or HLTH Major or Medial Plan and HLTH 332/3.0) or registration at the Bader International Study Centre.</td>
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<td>Learning Hours</td>
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<td>KNPE</td>
<td>455</td>
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<td>Advanced Physical Activity and Health</td>
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<td>352</td>
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<td>Research-Based Internship</td>
<td>Research Skills Development Internship</td>
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<td>Course Title</td>
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<td>KNPE</td>
<td>352</td>
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<td>Research-Based Internship</td>
<td>Research Skills Development Internship</td>
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<td>Reciprocal Exclusion</td>
<td>KNPE 255</td>
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<td>Reciprocal Exclusion</td>
<td>PACT</td>
<td>237</td>
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<td>None</td>
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### Learning Hours

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<td>SOCY</td>
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<td>Race &amp; Racialization</td>
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### DEGREE PLAN REVISIONS

#### Option Courses

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<th>New Option Courses</th>
<th>Existing Course Lists</th>
<th>New Course Lists</th>
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<td>Option Courses</td>
<td>BIOL</td>
<td>BIOL-M-BSH</td>
<td>2. Option (30.0 units) A. 6.0 units from CHEM at the 200 level or above; ENSC 471/3.0; BIOL 334/3.0 2. B. c. (both i and ii) 6.0 units from BIOL at the 300 level or above; BIOL Subs A; BIOL Subs B; ENSC 471/3.0</td>
<td>2. Option (30.0 units) A. 3.0 units from CHEM at the 200 level or above; 2. B. c (for both options i and ii) 9.0 units from BIOL at the 300 level or above; BIOL_Subs_A; BIOL_Subs_B</td>
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#### Course Lists

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<th>Degree Plan Code</th>
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<td>Course Lists</td>
<td>BIOL</td>
<td>BTEC-P-BSH</td>
<td>BIOL315/3.0; BIOL331/3.0; BIOL333/3.0; BIOL334/3.0; BIOL360/3.0; BIOL401/3.0; BIOL402/3.0; BIOL430/3.0; BIOL441/3.0; BIOL503/3.0; BIOL506/3.0; BIOL507/3.0; BIOL508/3.0</td>
<td>BTEC_Biology Courses BIOL315/3.0; BIOL331/3.0; BIOL333/3.0; BIOL334/3.0; BIOL339/3.0; BIOL341/3.0; BIOL401/3.0; BIOL402/3.0; BIOL403/3.0; BIOL409/3.0; BIOL430/3.0; BIOL441/3.0; BIOL501/3.0; BIOL502/3.0; BIOL503/3.0; BIOL506/3.0; BIOL507/3.0; BIOL508/3.0</td>
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<td><strong>COMA_Options</strong></td>
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<td>COMP</td>
<td>P-BCH</td>
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<td>Note B: Students should select...... ii. Data select...... Analysis:...... add &quot;STAT 473/3.0&quot; Note C: Students may seek approval for additional courses for a modified selection of courses for an Options List. A written rationale for the proposal will be required.</td>
<td>Note B: Students should select...... ii. Data select...... Analysis:...... add &quot;STAT 473/3.0&quot; Note C: Students may seek approval for additional courses for a modified selection of courses for an Options List. A written rationale for the proposal will be required.</td>
<td>COMA_Options BIOM 300/3.0; CISC 330/3.0; CISC 333/3.0; CISC 457/3.0; CISC 422/3.0; CISC 462/3.0; CISC 465/3.0; CISC 466/3.0; CISC 472/3.0; CISC 500/6.0; MATH 337/3.0; MATH 339/3.0; MATH 401/3.0; MATH 402/3.0; MATH 406/3.0; MATH 413/3.0; MATH 414/3.0; MATH 418/3.0; MATH 474/3.0; MATH 477/3.0; MATH 481/3.0; STAT 361/3.0; STAT 462/3.0; STAT 463/3.0; STAT 464/3.0; STAT 471/3.0; STAT 486/3.0</td>
<td>COMA_Options BIOM 300/3.0; CISC 330/3.0; CISC 333/3.0; CISC 457/3.0; CISC 422/3.0; CISC 462/3.0; CISC 465/3.0; CISC 466/3.0; CISC 472/3.0; CISC 500/6.0; MATH 337/3.0; MATH 339/3.0; MATH 401/3.0; MATH 402/3.0; MATH 406/3.0; MATH 413/3.0; MATH 414/3.0; MATH 418/3.0; MATH 474/3.0; MATH 477/3.0; MATH 481/3.0; STAT 361/3.0; STAT 462/3.0; STAT 463/3.0; STAT 464/3.0; STAT 471/3.0; STAT 486/3.0</td>
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<td>Core Courses, Option Courses, Course Lists</td>
<td>COMP COGS-P-BCH</td>
<td>COGS_Computing, COGS_Psychology, COGS_Philosophy, NSCI_Options</td>
<td>1G: 6.0 units in CISC 352/3.0 and COGS 300/3.0</td>
<td>1G: <strong>3.0 units</strong> in CISC 352/3.0</td>
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<td>COMP</td>
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<td>3.0 units from CISC 332/3.0; CISC 333/3.0; CISC 352/3.0</td>
<td>2.A.i.a: 3.0 units from CISC 332/3.0; CISC 333/3.0; CISC 352/3.0</td>
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<td>2.B.i.a</td>
<td>COMP</td>
<td>COMP-M-BCH</td>
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<td>2.B.i.a: 3.0 units from CISC 332/3.0; CISC 333/3.0; CISC 352/3.0</td>
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<td>EBIOP-BSH</td>
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<td>B. 6.0 units in CHEM 112/6.0</td>
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<td>Environmental Biology Core</td>
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<td>F. 15.0 units in BIOL 201/3.0, BIOL 202/3.0, BIOL 205/3.0, BIOL 206/3.0, (BIOL 243/3.0 or STAT 269/3.0)</td>
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<td>F. 15.0 units in BIOL 201/3.0, BIOL 202/3.0, BIOL 205/3.0, BIOL 206/3.0, (BIOL 243/3.0 or STAT 269/3.0)</td>
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<td>G. 3.0 units from BCHM 310/9.0; BIOL 334/3.0; BIOL 339/3.0; BIOL 341/3.0</td>
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<td>I. 3.0 units in BIOL 307/3.0</td>
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<td>J. 3.0 units from BCHM 218/3.0; BIOL 330/3.0; Mbio 218/3.0</td>
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<td>J. 3.0 units from BCHM 218/3.0; BIOL 330/3.0; Mbio 218/3.0</td>
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<td>K. 3.0 units from ENSC 103/3.0 or ENSC 203/3.0</td>
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<td>K. 3.0 units in ENSC 390/3.0</td>
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**December 8th, 2017**
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<td>ENSC-M-BSH</td>
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<td>1. Core (30.0 units)</td>
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<td>Core Courses</td>
<td>ENVS</td>
<td>ECHM-P-BSH</td>
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<td>Core Science</td>
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<td>B. 6.0 units in CHEM 112/6.0</td>
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<td></td>
<td>C. 6.0 units in GPHY 101/3.0 and GPHY 102/3.0</td>
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<td></td>
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<td>D. 3.0 units in GEOL 104/3.0</td>
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<td></td>
<td></td>
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<td>E. 6.0 units from MATH 111/6.0; MATH 120/6.0; MATH 121/6.0; (MATH 123/3.0 and MATH 124/3.0)</td>
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## Core Courses

### ENVS ELSC-P-BSH

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<td>Core Science</td>
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</tr>
<tr>
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<td>A. 6.0 units in BIOL 102/3.0 and BIOL 103/3.0</td>
</tr>
<tr>
<td>B. 6.0 units in CHEM 112/6.0</td>
<td>B. 6.0 units in CHEM 112/6.0</td>
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<tr>
<td>C. 6.0 units in GPHY 101/3.0 and GPHY 102/3.0</td>
<td>C. 6.0 units in GPHY 101/3.0 and GPHY 102/3.0</td>
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<tr>
<td>D. 3.0 units in GEOL 104/3.0</td>
<td>D. 3.0 units in GEOL 104/3.0 or GEOL 107/3.0</td>
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<td>E. 3.0 units from MATH at the 100 level; STAT at the 200 or 300 level</td>
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<td>F. 3.0 units from STAT at the 200 or 300 level</td>
<td>F. 3.0 units from STAT at the 200 or 300 level</td>
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### New Course Lists

- Media Studies Options DRAM 205/3.0; FILM 260/3.0; FILM 300/3.0; FILM 303/3.0; FILM 308/3.0; FILM 320/3.0; FILM 335/3.0; FILM 338/3.0; GNDS 125/3.0; MUSC 171/3.0; POLS 313/3.0; STSC 339/3.0
- Media Studies Options DRAM 205/3.0; FILM 260/3.0; FILM 300/3.0; FILM 303/3.0; FILM 308/3.0; FILM 320/3.0; FILM 335/3.0; FILM 338/3.0; FILM 340/3.0; GNDS 125/3.0; MUSC 171/3.0; POLS 313/3.0; STSC 339/3.0
### Core Courses, Option Courses

**Degree Plan Code**: FILM-M-BAH

1. **Core** (30.0 units)
   - A. 6.0 units from FILM 110/6.0 or (FILM 104/3.0 and FILM 106/3.0) or (BISC 100/3.0 and FILM 104/3.0)
   - B. **12.0 units** from FILM 206/3.0; FILM 226/3.0; FILM 236/3.0; FILM 240/3.0; FILM 260/3.0
   - C. 6.0 units in FILM 250/6.0
   - D. 6.0 units in FILM 460/6.0

2. **Option** (18.0 units)
   - A. 6.0 units from FILM at the 400 level or above; DEVS 305/6.0; IDIS 311/3.0; STSC _Centric_Options
   - B. 15.0 units from FILM at the 300 level or above; DEVS 305/6.0; IDIS 311/3.0; STSC
   - C. **3.0 units** in FILM; IDIS 210: FILM _Centric_Options

### Core Courses, Option Courses

**Degree Plan Code**: FILM-[---]-A or [---]FILM-A

1. **Core** (24.0 units)
   - A. 6.0 units from FILM 110/6.0 or (FILM 104/3.0 and FILM 106/3.0) or (BISC 100/3.0 and FILM 104/3.0)
   - B. **12.0 units** from FILM 206/3.0; FILM 226/3.0; FILM 260/3.0

2. **Option** (18 units)
   - A. 9.0 units from FILM at the 400 level or above; IDIS 410/3.0
   - B. 9.0 units from FILM at the 300 level or above; DEVS 305/6.0; IDIS 311/3.0; STSC; FILM _Centric_Options
   - C. **3.0 units** in FILM at the 200 level

### Option Courses

**Degree Plan Code**: FILM-G-BA and FILM-Y

1. **Option** (18.0 units)
   - A. 6.0 units from FILM 216/3.0; FILM 226/3.0; **FILM 260/3.0**
   - B. 12.0 units from FILM at the 300 level; DEVS 305/6.0; IDIS 311/3.0; STSC; FILM _Centric_Options

2. **Option** (18.0 units)
   - A. 6.0 units from FILM 204/3.0; FILM 216/3.0; FILM 226/3.0; **FILM 225/3.0**
   - B. 12.0 units from FILM at the 300 level; DEVS 305/6.0; IDIS 311/3.0; STSC; FILM _Centric_Options
<table>
<thead>
<tr>
<th>Dept</th>
<th>Course List</th>
<th>New Option Courses</th>
<th>Existing Course Lists</th>
<th>New Course Lists</th>
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<tr>
<td>GPHY</td>
<td>GISC-CGIS</td>
<td>CISC 101/3.0; CISC 121/3.0; CLST 351/3.0; GEOL 463/3.0; GEOL 464/1.5; GPHY 310/3.0; GPHY 341/3.0; GPHY 342/3.0; GPHY 344/3.0; GPHY 346/3.0; GPHY 347/3.0; GPHY 348/3.0; GPHY 349/3.0; GPHY 372/3.0; GPHY 415/6.0; GPHY 418/3.0; MATH</td>
<td>CISC 101/3.0; CISC 121/3.0; CLST 351/3.0; GEOL 463/3.0; GEOL 464/1.5; GPHY 105/3.0; GPHY 310/3.0; GPHY 325/3.0; GPHY 341/3.0; GPHY 342/3.0; GPHY 343/3.0; GPHY 344/3.0; GPHY 346/3.0; GPHY 347/3.0; GPHY 348/3.0; GPHY 349/3.0; GPHY 372/3.0; GPHY 415/6.0; GPHY 418/3.0; MATH</td>
<td>No changes to GPHY_Human (Human Geography) GPHY_Physical (Physical Geography) GPHY 102/3.0; GPHY 103/3.0; GPHY 104/3.0; GPHY 207/3.0; GPHY 208/3.0; GPHY 209/3.0; GPHY 304/3.0; GPHY 306/3.0; GPHY 307/3.0; GPHY 309/3.0; GPHY 310/3.0; GPHY 311/3.0; GPHY 312/3.0; GPHY 314/3.0; GPHY 315/3.0; GPHY 317/3.0; GPHY 318/3.0; GPHY 319/3.0; GPHY 371/3.0; GPHY 411/3.0; GPHY 413/3.0; GPHY 415/6.0; GPHY 417/3.0; GPHY 418/3.0; GPHY 501/3.0; GPHY 502/3.0; GPHY 503/6.0</td>
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<tr>
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<td>No changes to GPHY_Human (Human Geography) GPHY_Physical (Physical Geography) GPHY 102/3.0; GPHY 103/3.0; GPHY 104/3.0; GPHY 207/3.0; GPHY 208/3.0; GPHY 209/3.0; GPHY 304/3.0; GPHY 306/3.0; GPHY 307/3.0; GPHY 309/3.0; GPHY 310/3.0; GPHY 311/3.0; GPHY 312/3.0; GPHY 314/3.0; GPHY 315/3.0; GPHY 317/3.0; GPHY 318/3.0; GPHY 319/3.0; GPHY 371/3.0; GPHY 411/3.0; GPHY 413/3.0; GPHY 415/6.0; GPHY 417/3.0; GPHY 418/3.0; GPHY 501/3.0; GPHY 502/3.0; GPHY 503/6.0</td>
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<tr>
<td>GPHY</td>
<td>GPHY_Physical, GPHY_Tech/Methods</td>
<td>Techniques, Research Methods and Geographic Information Science</td>
<td>GPHY 105/3.0; GPHY 204/3.0; GPHY 240/3.0; GPHY 242/3.0; GPHY 243/3.0; GPHY 247/3.0; GPHY 249/3.0; GPHY 307/3.0; GPHY 315/3.0; GPHY 341/3.0; GPHY 342/3.0; GPHY 343/3.0; GPHY 344/3.0; GPHY 346/3.0; GPHY 347/3.0; GPHY 348/3.0; GPHY 349/3.0; GPHY 372/3.0; GPHY 501/3.0; GPHY 502/3.0; GPHY 503/6.0</td>
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<td>Existing Notes</td>
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<td>STAT-M-BSH</td>
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<td>A. 6.0 units from MATH 328/3.0; MATH 337/3.0; (MATH 384/3.0 and MATH 385/3.0)</td>
<td>A. 12 units from STAT at the 300 level or above</td>
<td>B. 15 units from MATH 210/3.0; MATH 211/6.0; MATH 231/3.0; or any MATH, STAT, BIOM at the 300 level or above</td>
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</tbody>
</table>
### Degree Plan Code

| COMA | COMA_Options |

#### B. Students should select some of their option courses to be focused in a particular area; the following is a list of suggested areas:

- **i. Communications and Coding**:
  - MATH 401/3.0
  - MATH 406/3.0
  - MATH 418/3.0
  - MATH 474/3.0
  - MATH 477/3.0

- **ii. Data Analysis**:
  - CISC 333/3.0
  - STAT 361/3.0
  - STAT 456/3.0
  - STAT 457/3.0
  - STAT 462/3.0
  - STAT 463/3.0
  - STAT 464/3.0
  - STAT 471/3.0

- **iii. Theory in Computer Science**:
  - CISC 422/3.0
  - CISC 462/3.0
  - MATH 401/3.0
  - MATH 402/3.0
  - MATH 413/3.0
  - MATH 414/3.0
  - MATH 418/3.0
  - MATH 474/3.0

- **iv. Discrete Math and Optimization**:
  - CISC 466/3.0
  - MATH 337/3.0
  - MATH 401/3.0

- **v. Biomathematics and Biomedical Computing**:
  - BIOM 300/3.0
  - CISC 330/3.0
  - CISC 457/3.0
  - MATH 339/3.0

### Course List

| COMA_Options BIOM 300/3.0; CISC 330/3.0; CISC 333/3.0; CISC 422/3.0; CISC 457/3.0; CISC 462/3.0; CISC 465/3.0; CISC 466/3.0; CISC 472/3.0; CISC 500/6.0; MATH 337/3.0; MATH 399/3.0; MATH 401/3.0, MATH 402/3.0, MATH 406/3.0; MATH 413/3.0; MATH 414/3.0; MATH 418/3.0; MATH 474/3.0; MATH 477/3.0; MATH 481/3.0; STAT 361/3.0; STAT 456/3.0; STAT 457/3.0; STAT 462/3.0; STAT 463/3.0; STAT 464/3.0; STAT 471/3.0; STAT 486/3.0 |

### Existing Option Courses

| COMA_Options BIOM 300/3.0; CISC 330/3.0; CISC 333/3.0; CISC 422/3.0; CISC 457/3.0; CISC 462/3.0; CISC 465/3.0; CISC 466/3.0; CISC 472/3.0; CISC 500/6.0; MATH 337/3.0; MATH 399/3.0; MATH 401/3.0, MATH 402/3.0, MATH 406/3.0; MATH 413/3.0; MATH 414/3.0; MATH 418/3.0; MATH 474/3.0; MATH 477/3.0; MATH 481/3.0; STAT 361/3.0; STAT 456/3.0; STAT 457/3.0; STAT 462/3.0; STAT 463/3.0; STAT 464/3.0; STAT 471/3.0; STAT 486/3.0 |

### New Option Courses

| COMA_Options BIOM 300/3.0; CISC 330/3.0; CISC 333/3.0; CISC 422/3.0; CISC 457/3.0; CISC 462/3.0; CISC 465/3.0; CISC 466/3.0; CISC 472/3.0; CISC 500/6.0; MATH 337/3.0; MATH 399/3.0; MATH 401/3.0, MATH 402/3.0, MATH 406/3.0; MATH 413/3.0; MATH 414/3.0; MATH 418/3.0; MATH 474/3.0; MATH 477/3.0; MATH 481/3.0; STAT 361/3.0; STAT 456/3.0; STAT 457/3.0; STAT 462/3.0; STAT 463/3.0; STAT 464/3.0; STAT 471/3.0; STAT 486/3.0 |

### Existing Notes

| COMA_Options BIOM 300/3.0; CISC 330/3.0; CISC 333/3.0; CISC 422/3.0; CISC 457/3.0; CISC 462/3.0; CISC 465/3.0; CISC 466/3.0; CISC 472/3.0; CISC 500/6.0; MATH 337/3.0; MATH 399/3.0; MATH 401/3.0, MATH 402/3.0, MATH 406/3.0; MATH 413/3.0; MATH 414/3.0; MATH 418/3.0; MATH 474/3.0; MATH 477/3.0; MATH 481/3.0; STAT 361/3.0; STAT 456/3.0; STAT 457/3.0; STAT 462/3.0; STAT 463/3.0; STAT 464/3.0; STAT 471/3.0; STAT 486/3.0 |

### New Notes

| COMA_Options BIOM 300/3.0; CISC 330/3.0; CISC 333/3.0; CISC 422/3.0; CISC 457/3.0; CISC 462/3.0; CISC 465/3.0; CISC 466/3.0; CISC 472/3.0; CISC 500/6.0; MATH 337/3.0; MATH 399/3.0; MATH 401/3.0, MATH 402/3.0, MATH 406/3.0; MATH 413/3.0; MATH 414/3.0; MATH 418/3.0; MATH 474/3.0; MATH 477/3.0; MATH 481/3.0; STAT 361/3.0; STAT 456/3.0; STAT 457/3.0; STAT 462/3.0; STAT 463/3.0; STAT 464/3.0; STAT 471/3.0; STAT 486/3.0 |

### Existing Course Lists

| COMA_Options BIOM 300/3.0; CISC 330/3.0; CISC 333/3.0; CISC 422/3.0; CISC 457/3.0; CISC 462/3.0; CISC 465/3.0; CISC 466/3.0; CISC 472/3.0; CISC 500/6.0; MATH 337/3.0; MATH 399/3.0; MATH 401/3.0, MATH 402/3.0, MATH 406/3.0; MATH 413/3.0; MATH 414/3.0; MATH 418/3.0; MATH 474/3.0; MATH 477/3.0; MATH 481/3.0; STAT 361/3.0; STAT 456/3.0; STAT 457/3.0; STAT 462/3.0; STAT 463/3.0; STAT 464/3.0; STAT 471/3.0; STAT 486/3.0 |

### New Course Lists

<p>| COMA_Options BIOM 300/3.0; CISC 330/3.0; CISC 333/3.0; CISC 422/3.0; CISC 457/3.0; CISC 462/3.0; CISC 465/3.0; CISC 466/3.0; CISC 472/3.0; CISC 500/6.0; MATH 337/3.0; MATH 399/3.0; MATH 401/3.0, MATH 402/3.0, MATH 406/3.0; MATH 413/3.0; MATH 414/3.0; MATH 418/3.0; MATH 474/3.0; MATH 477/3.0; MATH 481/3.0; STAT 361/3.0; STAT 456/3.0; STAT 457/3.0; STAT 462/3.0; STAT 463/3.0; STAT 464/3.0; STAT 471/3.0; STAT 486/3.0 |</p>
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<th>Existing Notes</th>
<th>New Notes</th>
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<tbody>
<tr>
<td>Core Courses,</td>
<td>DRAM/</td>
<td>MUSC-P-BMS</td>
<td>1A 6.0 units from <strong>MUSC 203/3.0</strong>, MUTH 110/3.0; MUTH 111/3.0; MUSC 181/3.0; MUSC 183/3.0; MUSC 185/3.0; MUSC 187/3.0; MUSC 188/3.0</td>
<td>1A 6.0 units in <strong>MUSC 203/3.0</strong>, MUTH 110/3.0; MUTH 111/3.0; MUSC 181/3.0; MUSC 183/3.0; MUSC 185/3.0; MUSC 187/3.0; MUSC 188/3.0</td>
<td>6A. Students with an interest in music education are advised to take 6.0 units from MUSC 180/3.0-188/3.0; MUSC 274/3.0.</td>
<td>6A. Students with an interest in music education are advised to take 6.0 units from MUSC 180/3.0-189/3.0; MUSC 274/3.0.</td>
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<tr>
<td>Core Courses,</td>
<td>DRAM/</td>
<td>MUSC-M-BAH</td>
<td>1A 6.0 units from <strong>MUSC 203/3.0</strong>, MUTH 110/3.0; MINT 103/3.0; MUSC 181/3.0; MUSC 183/3.0; MUSC 204/3.0; MUSC 289/3.0; MUTH 231/3.0; MUTH 232/3.0</td>
<td>1A 6.0 units from MINT 110/3.0; MINT 111/3.0; MUSC 103/3.0; MUSC 203/3.0; MUSC 210/3.0; MUSC 211/3.0; MUSC 289/3.0; MUTH 231/3.0; MUTH 232/3.0</td>
<td>6A. Students with an interest in music education are advised to take 6.0 units from MUSC 180/3.0-188/3.0; MUSC 274/3.0.</td>
<td>6A. Students with an interest in music education are advised to take 6.0 units from MUSC 180/3.0-189/3.0; MUSC 274/3.0.</td>
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<td>MUSC</td>
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<tr>
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<td>DRAM/</td>
<td>MUSC-A</td>
<td>1C. 6.0 units from MUSC 203/3.0; MUSC 204/3.0; MUSC 205/3.0; MUSC 110/3.0; MUSC 111/3.0; MINT 103/3.0</td>
<td>1C. 6.0 units from <strong>MUSC 210/3.0</strong>, MUSC 211/3.0; MUSC 103/3.0; MUSC 203/3.0; MUSC 204/3.0; MUSC 205/3.0</td>
<td>6A. Students with an interest in music education are advised to take 6.0 units from MUSC 180/3.0-188/3.0; MUSC 274/3.0.</td>
<td>6A. Students with an interest in music education are advised to take 6.0 units from MUSC 180/3.0-189/3.0; MUSC 274/3.0.</td>
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<td>Notes</td>
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<td>Core Courses,</td>
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<td>MUSC-G-BA</td>
<td>1B. 3.0 units from MUSC 203/3.0; MUSC 204/3.0; MUSC 205/3.0; MUSC 110/3.0; MUSC 111/3.0; MINT 103/3.0</td>
<td>1B. 3.0 units from MUSC 110/3.0; MUSC 111/3.0; MUSC 103/3.0; MUSC 204/3.0; MUSC 205/3.0</td>
<td>6A. Students with an interest in music education are advised to take 6.0 units from MUSC 180/3.0-188/3.0; MUSC 274/3.0.</td>
<td>6A. Students with an interest in music education are advised to take 6.0 units from MUSC 180/3.0-189/3.0; MUSC 274/3.0.</td>
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### Core Courses, Option Courses, Notes

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<th>Degree Plan Code</th>
<th>Existing Course Lists</th>
<th>New Course Lists</th>
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<tr>
<td>DRAM/MUSC</td>
<td>COCA-P-BAH</td>
<td>COMU Core 12.0 units</td>
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<td>COMU Option 27.0 units</td>
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### Core Courses and Option Courses

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**SKHS** KINE-P-BSH

2A. 6.0 units from KINE_Exercise_Options

2B. 6.0 units from KINE_Socio-Cultural_Options

2C. 6.0 units from KINE_Health_Promo_Options

2D. 9.0 units from KNPE; HLTH

**SKHS** KINE-P-BSH

2A. **3.0 units** from KINE_Exercise_Options

2B. **3.0 units** from KINE_Socio-Cultural_Options

2C. **3.0 units** from KINE_Health_Promo_Options

2D. **18.0 units** from KNPE; HLTH

**KINE**

Physical Activity, Epidemiology and Health Promotion Options HLTH 205/3.0 (before 2016-17); HLTH 230/3.0; HLTH 237/3.0; HLTH 305/3.0; HLTH 323/3.0; HLTH 331/3.0; HLTH 332/3.0; HLTH 350/3.0; HLTH 401/3.0; HLTH 402/3.0; HLTH 403/3.0; HLTH 404/3.0; HLTH 405/3.0; HLTH 415/6.0; **HLTH 430/3.0**; HLTH 445/3.0; HLTH 493/3.0; KNPE 335/3.0; KNPE 433/3.0; KNPE 463/6.0; KNPE 495/3.0
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**HLTH_Medical_Options**

Option Courses in the Health Medical Plan

- DEVS 320/3.0
- ECON 243/3.0
- ENSC 420/3.0
- GPHY 225/3.0
- GPHY 229/3.0
- GPHY 336/3.0
- GPHY 339/3.0
- GPHY 349/3.0
- HLTH 200/3.0
- HLTH 230/3.0
- HLTH 237/3.0
- HLTH 300/3.0
- HLTH 325/3.0
- HLTH 332/3.0
- HLTH 334/3.0
- HLTH 352/3.0
- HLTH 401/3.0
- HLTH 403/3.0
- HLTH 445/3.0
- KNPE 225/3.0
- KNPE 265/3.0
- KNPE 335/3.0
- KNPE 365/3.0
- KNPE 433/3.0
- LLCU 327/3.0
- NURS 240/3.0
- PHIL 201/3.0
- PHIL 203/3.0
- PHIL 301/3.0
- PSYC 332/3.0

**HLTH_Medical_Options**

Option Courses in the Health Medical Plan

- DEVS 320/3.0
- ECON 243/3.0
- ENSC 420/3.0
- GPHY 225/3.0
- GPHY 229/3.0
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- HLTH 325/3.0
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- HLTH 334/3.0
- HLTH 352/3.0
- HLTH 401/3.0
- HLTH 403/3.0
- HLTH 445/3.0
- KNPE 225/3.0
- KNPE 265/3.0
- KNPE 335/3.0
- KNPE 365/3.0
- KNPE 433/3.0
- LLCU 327/3.0
- NURS 240/3.0
- PHIL 201/3.0
- PHIL 203/3.0
- PHIL 301/3.0
- PSYC 332/3.0
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| SKHS HLTH-B-BA |                |                         |                   |                               |                            | HLTH_Gen/Min_Options | Option Courses in the Health Minor/General Plan ECON 243/3.0; GPHY 225/3.0; GPHY 229/3.0; GPHY 349/3.0; HLTH 200/3.0; HLTH 230/3.0; HLTH 237/3.0; HLTH 305/3.0; HLTH 315/3.0; HLTH 323/3.0; HLTH 325/3.0; HLTH 331/3.0; HLTH 332/3.0; HLTH 333/3.0; HLTH 334/3.0; HLTH 335/3.0; HLTH 397/3.0; HLTH 401/3.0; HLTH 402/3.0; HLTH 403/3.0; HLTH 404/3.0; KNPE 225/3.0; KNPE 253/3.0; KNPE 265/3.0; KNPE 335/3.0; KNPE 365/3.0; KNPE 433/3.0; LLCU 327/3.0; NURS 240/3.0; PHIL 201/3.0; PHIL 203/3.0; PHIL 301/3.0; PSYC 332/3.0 | HLTH_Gen/Min_Options | Option Courses in the Health Minor/General Plan ECON 243/3.0; GPHY 225/3.0; GPHY 229/3.0; GPHY 349/3.0; HLTH 200/3.0; HLTH 230/3.0; HLTH 237/3.0; HLTH 305/3.0; HLTH 315/3.0; HLTH 323/3.0; HLTH 325/3.0; HLTH 331/3.0; HLTH 332/3.0; HLTH 333/3.0; HLTH 334/3.0; HLTH 335/3.0; HLTH 397/3.0; HLTH 401/3.0; HLTH 402/3.0; HLTH 403/3.0; HLTH 404/3.0; KNPE 225/3.0; KNPE 253/3.0; KNPE 265/3.0; KNPE 335/3.0; KNPE 365/3.0; KNPE 433/3.0; LLCU 327/3.0; NURS 240/3.0; PHIL 201/3.0; PHIL 203/3.0; PHIL 301/3.0; PSYC 332/3.0 | Respectfully Submitted,  
Dr. Jenn Stephenson, Chair  
Curriculum Committee
NEW UNDERGRADUATE FOR-CREDIT CERTIFICATE PROPOSAL

Expedited Approval Submission Form

Once the pre-approval process for a new undergraduate program is completed, and permission obtained from the provost’s office to submit a full proposal for an expedited approval, this template is to be used for a new for credit Senate-approved undergraduate certificate. This is normally defined as a coherent subset of an existing degree program. New undergraduate certificate submissions must receive the approval of the appropriate Faculty Board(s) (or equivalent) and the provost prior to submission to the secretary of the Senate Committee on Academic Development (SCAD). SCAD will make its recommendations to Senate regarding the certificate’s approval. Academic units are strongly advised to contact the appropriate faculty associate dean(s) with any questions that arise during this proposal development. Please refer also to the Guide to QUQAP.

NOTE: the textboxes in this template will expand as needed

Part A – General Summary

| Name of Proposed Certificate: | Certificate in French for Professionals |
| Academic Unit(s): | French Studies |
| Proposed Start Date: | Fall 2018 |
| Type of Study: (full-time, part-time, both) | Part-time |

<table>
<thead>
<tr>
<th>Contact Information (1)</th>
<th>Contact Information (2)</th>
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</table>
| Name: | Catherine Dhavernas (on leave)  
Stéphane Inkel (Interim Dept. Head) | Name: | Beverly King |
| Title: | Department Head | Title: | Assistant Dean, Teaching and Learning |
| Unit: | French Studies | Unit: | Arts and Science Online, Faculty of Arts and Science |
| E-mail: | dhaverna@queensu.ca  
Inkels@queensu.ca | E-mail: | bev.king@queensu.ca |
### Executive Summary (1 page maximum suggested – minimum font size 11)

Briefly summarize the rationale for introducing this new undergraduate certificate and how it is consistent with the university’s Academic Plan and Strategic Framework as well as the academic goals of the faculty/school. Briefly describe: the educational goals and learning outcomes; internal or external collaboration required to deliver this program; how the program relates to the existing undergraduate program(s); what is the target market; how the relevant stakeholders (e.g., faculty, staff, students) were consulted in preparing the proposal; and additional resources required.

The proposed Certificate aligns with Queen’s Strategic Mandate Agreement with the Ministry through the following institutional strengths (section 5.1): Program Offerings—Arts and Science, Humanities; and Teaching and Learning – Technology-enabled Learning (Section 2).

The goal of the proposed new fully online certificate program: French for Professionals is to enable learners to develop the necessary language skills to effectively work in bilingual professional environments, defined here as the B2 level on the DELF proficiency scale. It is designed to help both new learners and current professionals develop written and oral communication skills required to meet the specific needs of their workplace. The Certificate structure allows for participants to further develop these skills through a range of specialized courses, with a focus on their specific professional context (e.g., healthcare, government, finance, armed forces, and real estate).

Learners pursuing the Certificate will practice and enhance their skills in effective communication by applying vocabulary and expressions for daily interactions, learning how to tailor language for specific business contexts, and constructing documentation necessary for workplace success. Participants will actively collaborate online to analyze case studies, participate in role-play activities, and create collaborative projects that simulate real world situations - with heavy emphasis on deliberate practice, peer mentorship, expert feedback and language coaching.

With our collaborator at University of Ottawa, program developers will maintain relationships with industry experts to ensure that the program content reflects current issues in each of the targeted professional fields.

The online Certificate program will launch Fall 2018.

### Educational Goals and Learning Outcomes

The new program will challenge learners to:

- develop and enhance language skills—equivalent to the DELF B2 level—to allow them to work in bilingual professional environments such as healthcare, government, law and other industries;
- enhance communication skills, such that they have a degree of fluency and spontaneity in regular interactions and are capable of correcting their own mistakes;
- tailor language for specific contexts; and
- construct documentation necessary for workplace success.

### Target Market

The Certificate program is designed to meet the needs of a wide range of learners including current full- and part-time undergraduate degree students in all Faculties and Schools at Queen’s, as well as current and new distance students. Fluent French speakers will not be eligible for the Certificate because the objective of the Certificate is to develop proficiency in workplace French to the intermediate level.

We expect the following external and non-traditional audience segments will be interested in this new fully online Certificate:

1. Professionals and job-seekers in the market for online professional development opportunities.
2. Professionals seeking to address a specific French language gap in their professional practice.
3. Part-time learners who see a several course certificate as more doable than a full degree.
4. Distance learners who prefer flexibility, and fully online program options.
5. International learners interested in earning Queen’s credentials to enter into the workplace.
6. Lifelong learners seeking a learning network and additional or upgraded certifications and credentials.

Alignment with Queen’s Strategic Mandate Agreement
The proposed Certificate promotes alignment through:
- student skill development,
- increased opportunities for expanded credentials,
- experiential learning,
- professional growth through problem-based learning
- growth and diversification of revenue for the University through technology-enabled learning.

The Certificate will help students and professionals develop and expand their communication and writing skills in French through courses that will foster both disciplinary and interdisciplinary skills. Through group work and problem-based learning students will have an opportunity to produce documents and projects directly linked to industry in the specialized courses. Developing these foundational skills as well as more specialized communication and written skills will prepare graduates to engage the professional world and to navigate the more complex needs of specific workplaces in the private and public sectors.

Stakeholder Support
The program proposal for a fully online version of the Certificate in French for Professionals has been endorsed by the Dean of the Faculty of Arts and Science and received approval in principle by the Provost as part of the Queen’s University Quality Assurance Process (QUQAP). The development of this program is a collaborative effort with the Department of French Studies, the Faculty of Arts and Science, a partner at the University of Ottawa and several industry experts.

Development of specialized focus courses will involve collaboration with a range of experts working in areas of focus and, where applicable, the hiring of graduate and undergraduate learners specializing in respective fields (Health Care, Business, Law, the Military, Government and Real Estate Agencies).

To maintain congruence with the regulatory requirements of the profession we have engaged the following Professional Consultants:

For design of course in Health Care:
- Dr. Pippa Hall (Medicine, University of Ottawa)
- Sylvane Devos (Midwifery Community Midwives of Kingston)
- Mary-Jo Cleghorn (Nursing, Healthcare Education, Providence Care)
- Andrea Rochon (Nursing, Gerontology)
- Teri Clark (Midwifery Community Midwives of Kingston)

For design of course for Government Professionals:
- Lucie Mercier (Executive Director, Employment Services, Association Canadienne-Française de l’Ontario – Conseil Régional des Mille-îles -- ACFOMI)
### Part B – Evaluation Criteria

Part B is to be completed by the unit/faculty.

In accordance with Queen’s University Quality Assurance Processes (QUQAP), the criteria should be regarded as the minimum criteria upon which the new program submission will be assessed. Further information can be found in the Queen’s University Quality Assurance Processes.

<table>
<thead>
<tr>
<th>1. Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 List the objectives of the certificate and specify the anticipated learning outcomes and career paths. [Refer to UDLEs, Appendix 1 QUQAP].</td>
</tr>
</tbody>
</table>

**Alignment with Queen’s Academic Plan**

The Certificate in French for Professionals aligns its program-level learning objectives with the four pillars of the strategic framework of Queen’s Academic Plan.

*The Student Learning Experience:*
As part of the program’s inquiry-based learning approach, students working alone and in groups will be required to engage, critically evaluate and respond to a range of real-life professional situations (enacted through videos, film clips or presented in a case study) and industry document. Students will work through workplace issues through synchronous and asynchronous role-play activities.

*On Disciplinarity and Interdisciplinarity:*
Students will be required to combine and coordinate various disciplinary approaches, methods and perspectives to successfully and comprehensively assess and engage the range of professional workplaces (Business, Organizations, Healthcare, Government) and departments (HR, Operations, Finance, Research and Marketing…) and professional situations to which they will be exposed through the program.

*Reaching Beyond: Globalism, Diversity, Inclusion:*
When critically assessing and responding to real-life professional situations and scenarios, students will work together to assess and account for the social implications involved as they pertain to issues of diversity. Scenarios and role-plays will involve workplace environments actively engaged in the global economy.

*Health, Wellness and Community:*
One of the two specialist courses to be offered as option in the certificate is French for Healthcare professionals.

By completing the Certificate in French for Professionals program, graduates will:

1. Apply an expanded, content-specific French vocabulary, pronunciation and grammar skill set to work effectively in a range of work-environments;
2. Use appropriate written and oral communication to evaluate contemporary situations and devise strategic solutions through case studies, simulations, group discussions, and team projects;
3. Demonstrate active listening, and clear, reliable oral and written communication in a range of workplace environments; and
4. Critically reflect and analyze their French language skills to determine strategies and resources for professional development in a bilingual professional settings.
1.2 **Explain how the objectives will be achieved (e.g. course work, teaching and research seminars, independent research, laboratory and technical training, internships, practical, major research papers, and thesis).**

**Authentic Learning**
Tasks and assignments in all courses will be designed to replicate the type of complex real-world challenges that professionals face in the field. The focus of learning is on the processes involved in responding to problems, and thinking critically and innovatively about communicating solutions. Within each course, instructors will create real-life or simulated tasks in which learners have the opportunity to consider how they would respond using their recent acquisition of language.

**Learning Communities – Peer Interaction and Group Work**
Frequent and ongoing interaction is a significant component of a successful online course. This component is also essential to building skills to communicate in a new language. Because our target market is so diverse, the use of peer interaction creates unique opportunities for interactions among learners and professionals, from varied educational and professional backgrounds to share their insights on the relationship between theory and practice.

Profession-specific activities create opportunities for mid-career professionals to share practical experiences with less experienced learners studying in the same field, while those same learners have opportunities to share current knowledge and skills attained from degree-specific coursework. Cross-sector groups are also used for small group problem-solving activities to simulate the experience of working in contexts involving individuals with various levels and types of professional language expertise.

**Problem-Based Learning**
Assessments in this course will be designed to prepare learners for bilingual professional contexts and to engage them in a variety of related situations. The aim is to develop practical and professional skills that are immediately transferable to contemporary workplaces. The key to successful professional practice is effective communication and so learners will engage in a variety of real-life scenarios informed by current trends in the field.

*Strategic Interaction Role Plays* will enable learners to confront real life workplace situations and engage their specialized professional knowledge and the French skills they will acquire in the course. After consulting with professionals in the field, the instructor will develop a role play. Using synchronous technology such as WebEx™, Adobe Connect™ or Google Hangouts, learners will perform and record their role-play. Following the performance, the group will listen to the recording to critically reflect and review their individual performance. Students will also give feedback on their group members’ performance – this practice will enhance learning by solidifying the reviewers’ knowledge of a given topic area and encourage deep learning.

**Metacognition**
The course design ensures that learners are active participants in their learning. As previously mentioned, self-assessment activities help learners recognize their current knowledge on the subject and will identify personal learning gaps of key terminology, theories and concepts. To enhance and build personal and professional knowledge, learners will develop a *Personal Learning Network*. This network will allow learners to inquire about issues and concerns they experience in their professional settings as well as curate resources to enhance their language skills (Davis, 2013). To enhance usability, learners will be able to select the social media (e.g., LinkedIn, Twitter) platform in which to network with others in their specific area and have the opportunity to stay connected with their colleagues after the program.
2. Program Regulations

2.1 Admission Standards - Describe the admission standards for the proposed certificate program, including degree, diploma and/or course requirements, and any other specific standards with reference to the learning outcomes and expectations of the program. Provide the rationale for standards that differ from those set by the faculty for degree programs and departmental requirements for entry to undergraduate degree programs. If applicable, indicate policies/procedures to encourage applications from qualified underrepresented groups (e.g. Aboriginal people, visible minorities or persons with disabilities).

Admission Standards:
The Certificate in French for Professionals program will be open to all registered full- and part-time undergraduate students in 2nd through 4th year, and qualified distance learners. Fluent French speakers will not be eligible for the Certificate because the objective of the Certificate is to develop proficiency in workplace French to the intermediate level.

The program can be taken in conjunction with a degree program from any Faculty, or as a stand-alone credential:

i. Current Queen’s Arts and Science students who have completed at least one year of study (minimum of 24.0 units) will apply to the Certificate Program through a web application that will be available on the Arts and Science website during Program/Plan selection in May. Students must have a minimum cumulative GPA of 1.60.

ii. Current Queen’s undergraduate students in other Faculties and Schools who have completed at least one year of study (minimum of 24.0 units) will apply to the Certificate Program through a web application on the Undergraduate Admission website during Program/Plan selection in May. Students must have a minimum cumulative GPA of 1.60.

iii. Students who hold an Arts and Science undergraduate degree from Queen’s may register in the Certificate program by completing a Return to Studies form.

iv. Students who hold an undergraduate degree from another Faculty or School at Queen’s will apply through the Undergraduate Admission website.

v. New distance applicants will apply via the Arts and Science Online web application. Such students must meet existing admission standards for online BA degrees, which are the same as for the BA(Honours) degree at Queen’s, as specified in the Faculty of Arts and Science Admission Regulation 2.2.1:

   ● Applicants with an Ontario Secondary School Diploma must have a minimum overall average of 75% on six 4U and 4M courses, including ENG4U, two additional 4U courses, and three 4U/4M courses.

vi. Distance applicants can also enter the Faculty of Arts and Science as non-degree students and, if they meet Arts and Science eligibility criteria for progression to a degree program, can enrol in the Certificate program at a later point.

The Certificate requires students to complete 12.0 units total, including 3 core courses and 1 option course. Undergraduate students enrolled in a Queen’s degree program as well as this Certificate program may count up to 6.0 units toward both the requirements of the Certificate and their degree program. The remaining 6.0 units will be in addition to those required for the degree.

Online courses are particularly accessible to students who are located remotely, who may be managing a disability that makes on-campus classes a challenge, and for non-traditional, returning, continuing, and lifelong learners in the Kingston area and far beyond.
# 3. Certificate Structure and Requirements

Describe the certificate under the following headings (as applicable)

## 3.1 General Certificate Requirements – Describe the program duration and rationale, total number of courses, examinations, progress reports, advisory committees, etc.

### Certificate Structure

Learners will be able to achieve the Certificate entirely through online study, providing access and flexibility to a wide range of learners, current undergraduates, distance learners, working adults and international learners in Canada and abroad.

The program will consist of 12.0 units of undergraduate courses. In order to assess their entry level into the Certificate program, students will be required to take a French language placement test. The required courses for the Certificate will consist of existing online Arts and Science courses and also four new online FREN core and option courses.

The selection of the language courses will depend on the learner’s proficiency in French when entering the program:

- Qualified learners (as determined by a French language placement test) will be required to take FREN 107/3.0 and FREN 118/3.0 before moving on to the FREN 225/3.0 French in the Professional Workplace foundational course;
- Learners who have the proficiency to enroll in FREN 150/6.0 on-campus will be able to replace the requirement for FREN 107/3.0 and FREN 118/3.0 with FREN 150/6.0;
- Learners who are above the level of proficiency in FREN 107/3.0, FREN 118/3.0 or FREN 150/6.0 will not be eligible to register in this Certificate program; and
- Learners who are below the level of proficiency will first be required to enroll in FRST 105/3.0 or FREN 106/3.0 as prerequisites:
  - FRST 105/3.0 Reading French
  - FREN 106/3.0 Communication & Culture

### A. Language courses (6.0 units):

Students will take one of the following combinations:

- FREN 107/3.0 Communication & Culture II and FREN 118/3.0 Communication & Culture III
- FREN 150/6.0 Français intermédiaire

### B. Professional courses (6.0 units):

1. **Core Course (3.0 units)**

   Students will take the following core course:
   
   FREN 225/3.0 French in the Professional Workplace

2. **Option Course (3.0 units)**

   Students will choose one option course from:
   
   - FREN 236/3.0 French for Healthcare Professionals
   - FREN 237/3.0 French for Government Professionals
   - FREN 238/3.0 French for Legal Professionals

The Department of French Studies is committed to further expanding the certificate by developing new option courses in the future. These additional option courses will allow French Studies to increase the overall total units in the certificate to 15.0 units in order to further enhance the acquisition of French.
competency. The Department will submit new option courses for approval to the Curriculum Committee by October 2018 for a starting date of 2019. An option course specifically designed to develop students’ writing and communication skills in professional contexts will be developed. Specialty option courses addressing additional professional fields in areas such as the Canadian Armed Forces and Real Estate and Finance, as well as option courses centered on developing cultural sensitivity and awareness, will also be developed as appropriate to meet student demand.

**Number of Courses Required:** 4 (12.0 units)

Courses in the program are either currently offered by CDS or are in development, and will be offered in rotation, allowing students to complete the program within 4 academic terms. Students will be able to complete all the courses for the program entirely through online study. Additional online course options will be developed as demand and funding warrant, to augment and diversify the program.

The certificate requires students to complete 12.0 units total, including 3 core courses and 1 option course [or 15.0 units total, including 1 basic introductory level language course, 3 core courses and 1 option course]. Arts and Science students enrolled in an Arts and Science degree program as well as this program may count up to 6.0 units of certificate courses toward the requirements of both the certificate and their degree, consistent with the Faculty’s Policy on Certificate and Diploma Programs.

**Advisory Committee**

Our executive advisory board provides vision and feedback to the Academic Director. Members include:

- Catherine Dhavernas, Department Head, French Studies (Academic Director)
- Bev King, Assistant Dean (Teaching and Learning)
- Jill Scott, Vice Provost, Teaching and Learning
- French Studies student graduates (when the program begins graduating students)

### 3.2 Course Requirements

In Table 1 below, list core (required) courses, optional courses (e.g. select X from the following list) and elective courses (indicate level and disciplines).

#### Table 1: Course requirements (add additional rows as needed)

<table>
<thead>
<tr>
<th>Course/Credit (number and name)</th>
<th>(P)repatory, (C)ore, (O)ptional or (E)lective</th>
<th>Proposed Instructor(s) and Home Academic Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRST 105/3.0 Reading French</td>
<td>P (if required)</td>
<td>Donald Sackey, French Studies</td>
</tr>
<tr>
<td>FREN 106/3.0 Communication &amp; Culture I</td>
<td>P (if required)</td>
<td>Donald Sackey or Frédérique Offredi, French Studies</td>
</tr>
<tr>
<td>FREN 107/3.0 Communication &amp; Culture II</td>
<td>C</td>
<td>Donald Sackey or Frédérique Offredi, French Studies</td>
</tr>
<tr>
<td>FREN 118/3.0 Communication &amp; Culture III</td>
<td>C</td>
<td>Maria Petrescu, French Studies</td>
</tr>
<tr>
<td>FREN 150/6.0 Français intermédiaire</td>
<td>C</td>
<td>Monique Dufresne, French Studies</td>
</tr>
<tr>
<td>FREN 225/3.0 French in the Professional Workplace</td>
<td>C</td>
<td>Catherine Dhavernas, French Studies</td>
</tr>
<tr>
<td>FREN 236/3.0 French for Healthcare Professionals</td>
<td>O</td>
<td>Catherine Dhavernas, French Studies</td>
</tr>
<tr>
<td>FREN 237/3.0 French for Government Professionals</td>
<td>O</td>
<td>Catherine Dhavernas, French Studies</td>
</tr>
<tr>
<td>FREN 238/3.0 French for Legal Professionals</td>
<td>O</td>
<td>Catherine Dhavernas, French Studies</td>
</tr>
</tbody>
</table>

*Use space below to comment on Table 1*
When selecting classes from the option course list above, students must meet all course prerequisites and departmental requirements for enrolment. To ensure access to required online Core and Option courses we will set a reserve capacity to allow Certificate students first access during the class selection period.

3.3 Course Descriptions  - For each EXISTING and NEW undergraduate course that is part of the proposed certificate, provide a calendar description below and append/embed the course outline in Section 12. Also indicate if the course currently exists or is under development.

To provide a strong and coherent basis for this certificate, we plan to build and deliver several new online courses that will be considered core courses in the program:

**FREN 225/3.0 French in the Professional Workplace**
This course is designed to provide students with foundational French oral and written skills to successfully navigate through a range of professional workplace environments. It will expose students to professional situations and enable them to actively engage in real life scenarios; from applying and interviewing for a position when entering the workforce, to chairing meetings and conducting routine business as an active member of a professional organization.
NOTE: This course is not intended for fluent French speakers.
NOTE: Not available for credit towards any Plan in FREN.
PREREQUISITE: FREN 118/3.0 or FREN 150/6.0.

**FREN 236/3.0 French for Healthcare Professionals**
This course is intended for medical practitioners and people with an interest in the healthcare profession who wish to enhance their oral and written skills, build on their medical vocabulary and improve their communication skills to effectively conduct routine business in a range of medical settings. Through a range of interactive activities including role plays, learners will acquire routine and context-specific medical terminology while engaging in regular business. Activities will include reading and responding to medical documents and correspondence, documenting cases, simulated interactions with patients, colleagues and staff.
NOTE: Language is the principal focus of this course. Prior experience or professional knowledge in the field is not necessary.
NOTE: This course is not intended for fluent French speakers.
NOTE: Not available for credit towards any Plan in FREN.
PREREQUISITE: FREN 225/3.0.

**FREN 237/3.0 French for Government Professionals**
This course is intended for government workers and people with an interest in the public sector who wish to enhance their oral and written skills, build on their technical vocabulary and improve their communication skills to effectively conduct routine business in a range of government settings. Through a range of interactive activities, learners will acquire routine and context-specific government terminology while engaging in regular business. Activities will include reading and responding to government documents and correspondence, assessing policies and simulated office interactions with stakeholders, colleagues and staff.
NOTE: Language is the principal focus of this course. Prior experience or professional knowledge in the field is not necessary.
NOTE: This course is not intended for fluent French speakers.
NOTE: Not available for credit towards any Plan in FREN.
PREREQUISITE: FREN 225/3.0.

FREN 238/3.0 French for Legal Professionals
This course is intended for legal professionals or people with an interest in law who wish to enhance their oral and written skills, build on their legal vocabulary and improve their communication skills to effectively interact with French speaking clients and conduct routine business in a range of workplace situations. Learners will acquire general and context-specific legal terminology while engaging in real world scenarios and situations. Activities will include assessing and responding to legal documents, correspondence and case studies as well as simulated interactions with clients, colleagues and staff.
NOTE: Language is the principal focus of this course. Prior experience or professional knowledge in the field is not necessary.
NOTE: This course is not intended for fluent French speakers.
NOTE: Not available for credit towards any Plan in FREN.
PREREQUISITE: FREN 225/3.0.

Existing undergraduate courses offered through Arts and Science Online

FREN 106/3.0 Communication & Culture I
This online French course is aimed at students with little or no knowledge of French and is designed to provide them with basic language skills to enable them to understand and use familiar everyday expressions and basic phrases in everyday situations, provided the person they are addressing speaks slowly and clearly and is prepared to help.

FREN 107/3.0 Communication & Culture II
Designed for students with a basic knowledge of French, to supplement their language skills by enabling them to engage in everyday interactions. At the end of the course students will be able to engage in everyday interactions using and understanding frequently used expressions: i.e. provide and exchange basic personal information about themselves and their family; provide and exchange basic information about their background, employment and the local geography; shop and ask for basic information concerning everyday and routine matters.

FREN 118/3.0 Communication & Culture III
Designed for students who have completed beginner level French. In this course students will further develop their written and oral communication skills as well as acquire the means to competently engage in a range of everyday common social and professional situations.

FREN 150/6.0 Français intermédiaire
Practice in reading, writing, grammar review, and literary analysis. For students wishing to complete a major, medial, or minor Plan in French.
NOTE: Placement test recommended prior to registration. For information go to: Http://www.queensu.ca/french/undergraduateteststudents/placementtest.html.
NOTE: Also offered at the Bader International Study Centre, Herstmonceux. Learning Hours may vary.
EQUIVALENCY: FREN 100/6.0.
EXCLUSION: No more than 6.0 units from FREN 150/6.0; FREN 100/6.0; FREN 101/3.0; FREN 102/3.0; FREN 110/6.0.

FRST 105/3.0 Reading French
An online course for students with little or no previous knowledge of French. Learners will identify the key elements of a French sentence, the structure of sentences, and the devices used to combine
sentences and paragraphs in French, as well as translate texts from subject areas including humanities, social sciences, business, and sciences.

NOTE: Only offered online. Consult Arts and Science Online.
NOTE: Not available for credit towards any plan in FREN.
ONE-WAY EXCLUSION: May not be taken with or after any FREN course except FREN 106/3.0.

3.4 Certificate Timelines – In a table or figure, summarize the expected progress through the certificate by term to completion. If both full-time and part-time studies are proposed, specify timelines for each.

Table 2. Expected program progression through to completion (format is optional; modify as needed)

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS</td>
<td>F</td>
<td>SS</td>
</tr>
<tr>
<td>(If required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRST 105 or FREN 106</td>
<td>FREN 107</td>
<td>FREN 118</td>
</tr>
</tbody>
</table>

Students will complete one course per term and can complete the Certificate in as few as four terms. Part-time students may extend the time to completion as desired.

3.5 Other matters- Comment on any special matters and innovative features.

Adding flexibility for learners
The proposed Certificate is intended to be taken either as a stand-alone credential, or in conjunction with a degree program. Since all the courses are degree-credit courses they can be applied to degrees, within the limitations placed by individual faculties.

Courses will be offered in three terms: Summer, Fall and Winter.

4. Program Content

4.1 Explain how the curriculum of the proposed certificate addresses the current state of the discipline and/or profession.

The proposed Certificate responds to a growing need for expanded online learning in Canada, particularly in terms of the availability of fully online programs, not just individual courses, that can be completed at a distance (“2011 Outlook for Online learning and Distance Education,” Contact North, Fast Forward: How Emerging Technologies are Transforming Education and Training”, Contact North, January 2011). In today’s fast-evolving job market, many learners graduating with an undergraduate degree in French Studies have chosen not to pursue graduate studies in French and instead find themselves seeking employment in a diverse range of bilingual workplaces and sectors (including government, education, healthcare, law, the military). In response to this new reality, French Studies programs need to adapt to the changing needs of their learners who increasingly find themselves requiring “real life” practical professional skills to enter the workplace, skills which are not part of the training they traditionally provide. The Department is therefore creating the proposed certificate to complement its current programs and offerings in order to continue to meet its objective and responsibility to provide students with the skills and tools to succeed in today’s professional world.
### 4.2 Identify any unique curriculum, innovations or creative components.

**Campus Learning Management Platform:**
The Queen’s campus course management system (OnQ/Brightspace) used to deliver online courses in the Certificate in French for Professionals is multimedia-ready, secure, stable, and fully mobile-optimized, which enables learners and instructors to access program information and selected curricular material on their handheld devices, while on-the-go.

**Leverage collaborative & educational software:**
Several courses require virtual group work, online peer review or live critiques, and make heavy use of asynchronous forum discussions and synchronous virtual classrooms. We plan to use Adobe Connect, Skype and Google Hangouts to facilitate the synchronous workshops where they are relevant: each of these platforms supports participants in seeing, hearing, chatting, and sharing of documents or websites with each other. For individual practice we will be using a custom language learning software, VinciLingua, supported where needed with custom e-learning scenario interactions.

**Smartphone-friendly and online office hours:**
This service is available from any desktop or laptop computer with an internet connection. It is also fully functional via tablets and smartphones using any operating system. All online courses associated with the Certificate program include online live interactive meeting room (using combinations of Adobe Connect, Skype and Google Hangouts as needed). Learners can virtually meet one-on-one (or in small groups) with their professor and teaching assistants, and/or with Queen’s Arts and Science Online learner support staff. Online office hours can be recorded for later on-demand viewing and record-keeping.

### 4.3 Academic Integrity - Explain how the certificate educates students on the importance and role of academic integrity.

All courses that comprise the Certificate include in their syllabi Faculty-specific regulations related to Academic Integrity. Students will be required, for FREN 106, FREN 107 and FREN 118, to sign a solemn declaration attesting to their level of French. Students will also be required to sign a solemn declaration, stating clearly that they are still at a false-beginner level, when they register in the Certificate. The Department of French Studies and Arts and Science Online (Faculty of Arts and Science) are working together to develop an accurate online French placement test to determine student’s entry level into the Certificate program.

Courses that involve online learning components actively instruct students about the responsibilities required for professional online communication and the ethical dimensions of using digital media for educational ends. Whether students are engaged in online testing, digital collaboration via group work, media production and distribution, or peer review, conversations about copyright plagiarism, unauthorized crowdsourcing, identity theft, digital rights management, authorial intent, sampling and remixing media, or cyberbullying, academic integrity and digital citizenship are key aspects of the teaching and learning experience. In this sense, online courses are perhaps even better suited than traditional on-campus ones (especially those that do not employ social and digital media for educational purposes) to assist students in developing a deep understanding of, and personal commitment to, defining what academic integrity means at Queen’s and beyond, in the context of the rights and responsibilities of participatory digital citizenship. Put differently, online courses such as the ones included in this proposal do not just “educate” students about academic integrity, they make the issues real, relevant, and get students actively involved in shaping such expectations for participating in a digital class, community, and culture.
5. Assessment of Teaching and Learning

5.1 Degree Level Expectations (DLE) – In Table 3 below, summarize how the certificate’s structure and requirements address each DLE listed as well as any additional program-specific UDLEs [Refer to Appendix 1 of QUQAP for more information.]

Table 3. Mapping curriculum and degree level expectations (DLEs) (add rows as needed)

<table>
<thead>
<tr>
<th>DLE</th>
<th>Learning Outcomes</th>
<th>Relevant Courses, Academic Requirement</th>
<th>Indicators of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application of knowledge</td>
<td>Communicating skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| • Acquire technical profession-specific French vocabulary for a variety of workplace settings;  
  • Apply technical profession-specific French vocabulary to a variety of workplace settings;  
  • Apply technical profession-specific French vocabulary to a variety of workplace settings;  
  • Apply problem-solving skills in spoken and written French to real-life workplace situations;  
  • Apply digital communication skills in order to articulate ideas clearly and concisely in spoken and written French;  
  • Expand skills in digital collaboration in order to engage in on-line discussions, articulate peer feedback in a considerate manner and demonstrate responsibilities and contributions to team-based assignments;  
  • Demonstrate capacity to comprehend, question and analyze written, digital and audio forms of communication. | • Acquire technical profession-specific French vocabulary for a variety of workplace settings;  
  • Apply technical profession-specific French vocabulary to a variety of workplace settings;  
  | FREN 107 Communication & Culture II  
  FREN 118 Communication & Culture III  
  FREN 225 French in the Professional Workplace  
  FREN 236 French for Healthcare Professionals  
  FREN 237 French for Government Professionals  
  FREN 238 French for Legal Professionals | Online discussion forums.  
  Quizzes, exams, online tutorials, oral presentation  
  Group projects—development of a professional guide for peers.  
  Development of resources for use on the job—CV and resume.  
  Work through simulated workplace conversations.  
  Recordings of synchronous conversations, and live conversations.  
  Peer review sessions organized to give feedback on submitted projects.  
  Synchronous sessions using virtual classrooms, Skype for Business and Chrome Add on tools. |
**Practice workplace situations and activities in spoken and written French;**

- Achieve a strong command of spoken and written workplace French;
- Apply problem-solving skills in spoken and written French to real-life workplace situations;
- Apply digital communication skills in order to articulate ideas clearly and concisely in spoken and written French;
- Expand skills in digital collaboration in order to engage in on-line discussions, articulate peer feedback in a considerate manner and demonstrate responsibilities and contributions to team-based assignments;
- Demonstrate capacity to comprehend, question and analyze written, digital and audio forms of communication.

| Workplace FREN 236 French for Healthcare Professionals |
| FREN 237 French for Government Professionals |
| FREN 238 French for Legal Professionals |

**Awareness of limits of knowledge**

- Apply problem-solving skills in spoken and written French to real-life workplace situations;
- Engage salient workplace issues with a best-practices professional approach.

| FREN 225 French in the Professional Workplace |
| FREN 236 French for Healthcare Professionals |
| FREN 237 French for Government Professionals |
| FREN 238 French for Legal Professionals |

**Language and context quizzes.**

| Online discussion forums. |
| Work through simulated workplace conversations. |
| Peer review sessions organized to give feedback on submitted projects. |
| Synchronous sessions using virtual classrooms, Skype for Business and Chrome Add on tools. |
### Autonomy and professional capacity

- Achieve a strong command of spoken and written French;
- Identify current professional trends, debates and expectations in a range of professional settings;
- Engage salient workplace issues with a best-practices professional approach.

<table>
<thead>
<tr>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 107 Communication &amp; Culture II</td>
</tr>
<tr>
<td>FREN 118 Communication &amp; Culture III</td>
</tr>
<tr>
<td>FREN 225 French in the Professional Workplace</td>
</tr>
<tr>
<td>FREN 236 French for Healthcare Professionals</td>
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<tr>
<td>FREN 237 French for Government Professionals</td>
</tr>
<tr>
<td>FREN 228 French for Legal Professionals</td>
</tr>
</tbody>
</table>

Online discussion forums.
Quizzes, exams, online tutorials, oral presentation Group projects—development of a professional guide for peers.

Development of resources for use on the job.
Recordings of synchronous conversations, and live conversations.
Synchronous sessions using virtual classrooms, Skype for Business and Chrome Add on tools.

---

5.2 Describe how the proposed methods of assessing student achievement relate to the certificate’s learning outcomes and degree level expectations.

Methods for assignments and assessments will vary from course to course and across disciplines and subject matter. Students may be reading profession specific literature, writing briefs, press releases, or doing presentations. They might be asked to create a poster, a video, or a podcast. Students might be required to work independently, then collaborate in a group. Some learning activities happen in real time (synchronously), others will be on-demand and asynchronous. From multiple-choice vocabulary building tests, to interactive live role-plays, to responsive language activities, students who pursue the Certificate for French Professionals will be exposed to a variety of new and classic creative assignments and learning activities across an array of modalities. In the process they will develop technical and communication competencies that will serve them well in other courses and post-graduation on the job.
### 5.3 Outline the plans for documenting and demonstrating the level of performance of students [Refer to UDLEs, Appendix 1 of QUQAP]

Students will be tasked to apply their new learning and skills in professional topics and situations in which they have a personal interest. The majority of activities will require students to apply their newfound knowledge to common business scenarios and to arrive at a certain level of spoken and written proficiency reflective of the workplace.

Professional capacity is a key objective of this *Certificate in French for Professionals*. Students who complete the requisite number of language, core and specialization courses will have been exposed to a variety of professional challenges, activities, and events. From developing workplace etiquette, to navigating difficult situations, to ultimately acquiring a professional vocabulary associated with their respective industry, to collaborating with others, students will graduate with the practical capacities they will need to succeed post-graduation in the world of work.

The students completing courses associated with the *Certificate in French for Professionals* will be expected to demonstrate their communication skills via presentations, online discussion forums, virtual discussions, and role-play where appropriate.

In terms of developing an awareness of the limits of knowledge and an appreciation for other perspectives, interpretations, and methods, students will be expected to participate in peer reviews, small groups, and engage with each other, the instructor and TAs in a course community.

### 6. Mode of Delivery

**6.1 Explain how the proposed mode(s) of delivery meets the certificate’s learning outcomes and the DLEs. Comment on the relationship between mode of delivery and accessibility requirements.**

**Program Delivery**

This certificate employs the tools, technologies, and media that we have established for the delivery of the 125 online courses already offered through Faculty of Arts and Science Online at Queen’s in innovative ways to facilitate research-based pedagogies.

By exposing students to a diverse range of course delivery methods, from synchronous and asynchronous webinars and online office hours, to video lecture modules and on-demand quizzes, discussion boards, and peer reviews, students completing the *Certificate* will be challenged and supported to master new knowledge, and apply it in very practical ways. Online courses in particular are a productive opportunity for students to confront, negotiate, and appreciate the nuances of digital communication, diverse media publics, information flows, the power of rhetoric and images online, and the challenges of distributed professional collaborations and digital workstyles.

**Accessibility**

To meet the needs of a broad range of learners, courses use audio-enhanced digital books, online remote testing, lecture slides, outlines, transcripts and closed-captioned videos to help all learners (not just those who require AODA accommodations) to succeed and make timely progress. At the outset courses are developed according to principles of inclusive instructional design. To this end, online developers and instructors work closely with Queen’s Learner Accessibility Services, with Queen’s Health Services, and with Queen’s IT Services to leverage educational technologies and deliver high-quality, personalized learning experiences to all learners joining us online in the Queen’s community. Students have access to counselling and accessibility services for appropriate academic support services.

All course materials and activities are carefully selected and developed to exhibit constructivist
alignment with the course learning outcomes and assessment tools (Partlow & Gibbs, 2003), to
adhere to the principles of Universal Design for Learning, and to be in compliance with the
Accessibility for Ontarians with Disabilities Act. Queen’s Library supports compliance by providing
services to adapt materials to meet accessibility standards, as well as providing copyright support
by locating materials that meet the fair dealing policy requirements, and acquiring copyright
permissions as needed.

The Learning Management System (LMS) will provide the home for course materials, including
instructor’s weekly commentary, narrated PowerPoint presentations and links to interviews and
video clips, as well as providing the platform for asynchronous interaction between learners and
the instructor and TAs. Media- streamed content related videos will be created by the instructor or
selected from the library. Additionally, a course-specific Library Guide developed and tailored in
conjunction with the Library, with access to course materials and academic-related guides, will be
available to all learners within the program. For group activities, learners will use the LMS
discussion board; they may use tools of their choice (e.g. Skype, Microsoft OneDrive, Google Docs)
for unmonitored collaboration. We will provide guided support on the use of these online services.
Synchronous sessions will use web conferencing software, which will be recorded to provide future
access for the learner. Students, TAs, and instructors have real-time technical and pedagogical
support during these sessions through Arts and Science Online.

Because we expect to attract participants from around the world to the online offerings in this
certificate, we will schedule meetings on alternate mornings, afternoons, and evenings, to
accommodate different time zones.

Achievement of learning outcomes
Achievement of learning outcomes will be evaluated in several ways. During the development of the
program, the design team including the instructors will create a curriculum map that aligns program
level outcomes to course level outcomes and the course to various assessments. A document analysis
will determine alignment among these items and also ensure that course activities reflect
transferable skills. In addition, learning outcomes will be tracked with aligned assessments in the
learning management system used through the program. This information will provide information on
learner progress on learning outcomes during the program as well as achievement of learning
outcomes.

To ensure the program continues to be relevant academically and reflect current best practices in
design and delivery, an extensive review will take place after 3 years that will involve the instructor
and another member of the academic department, after which additional design work may take
place.

6.2 Distance Delivery - Where students may take the same certificate or elements of it in two different modes of
delivery, indicate how consistency in the certificate requirements and standards will be assured. Describe how a
learning community will be fostered, how regular interactions with faculty, students, etc., will be assured, and
comment on access to materials, resources, and technology.

Consistency in the Quality of Instruction
Online instructors complete training via Queen’s Arts and Science Online when they are developing
their courses, and they work with Instructional Designers and Educational Media Technologists to
ensure that the quality of the student experience online is consistent with the on-campus offering. All
curriculum revisions to develop online sections of courses are passed by departmental committees
before being reviewed by the Arts and Science Curriculum Committee, to ensure that learning
objectives and the like are consistent and well thought-out.
Academic and technical supports for learner learning online and at a distance

Arts and Science Online is committed to providing a coherent, consistent, and equitable approach to learner support services. Learners in online courses receive ongoing instructional support from their instructor and TAs, academic advising, administrative and technical support from experienced staff in Arts and Science Online with specialized expertise in online learning and registration processes, as well as a broad range of support from established university services.

Learners in online courses have access to the following:

- Faculty Academic Advisors with knowledge and experience with the issues affecting online learners;
- academic and personal support through distance access to the Learner Academic Support Services (Learning Strategies and the Writing Centre);
- Student Wellness Services (Counselling and Accessibility Services) for appropriate academic accommodations for health and accessibility issues;
- resources to becoming an effective online learner, including Orientation, study skills and exam preparation webinars; and
- staff in Arts and Science Online, who assist learners with any course-related issue (including evenings and weekends).
- their Instructor, who provide synchronous and asynchronous options for contact such as office hours;
- TAs who have received training from Faculty of Arts and Science Online and the Centre for Teaching and Learning in active learning, online facilitation, and techniques for motivating learners;
- clear expectations for activities and assignments, including rubrics and exemplars, and timely and supportive feedback before the next assignment (Irons, 2008; Bangert, 2008);
- an extensive collection of e-resources including the Queen’s Library’s customized Inquiry Toolkit for Online Learning Environments to support inquiry-based activities;
- distance access to academic and personal support to the Learner Academic Support Services (Learning Strategies and the Writing Centre); and
- general LMS support from IT Services (ITS), supplemented by staff in Faculty of Arts and Science Online, who liaise with ITS as well as assist learners directly by phone or email with any technical issues.

Program Design Process

The program design team will be comprised of a core group of executive advisors; a program development academic and creative director; an educational design and development team comprising subject matter experts, an instructional designer, an educational developer, an educational technologist, a multi-media designer and a research assistant; and a market researcher/program approvals coordinator.

The program design team will:

- finalize the high-level intended learning outcomes and break down into detailed learning outcomes of the program;
- decide how content and skills development and key educational experiences will be integrated into a set of courses;
- investigate how active, authentic learning approaches and reflective practice will be used to facilitate learning and achievement of course and program level learning outcomes;
- create a curriculum map to convey the structure and progression of the program to achieve the program learning outcomes;
- explore and test selected technologies that will support and enhance the learning experience e.g. what tools will best support reflective practice, effective collaboration, peer review, just-
in-time access to course materials through mobile apps, and the unique requirements of online intensive courses (including the design sprint).

7. Anticipated Enrolment

7.1 Indicate how many new students the certificate program is expected to attract; describe the strategies to recruit students.

In Table 4 below, summarize the projected intake and enrolments by year until steady-state is reached (modify table as needed).

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Intake</td>
<td>10</td>
<td>30</td>
<td>49</td>
<td>59</td>
<td>59</td>
</tr>
<tr>
<td>Distance Students</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>On-Campus Students</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Returning Students</td>
<td>5</td>
<td>10</td>
<td>14</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Year 2 Distance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-Campus Students</td>
<td>5</td>
<td>10</td>
<td>14</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>10</td>
<td>30</td>
<td>49</td>
<td>59</td>
<td>59</td>
</tr>
</tbody>
</table>

Use space below for comments on Table 4. Include comments on whether enrolments in the existing degree program(s) might be affected in any way.

It is anticipated that the proposed program will attract 10 students in Year 1 and grow to an annual intake of 30 students starting in Year 3.

It is also anticipated that it will take students two years to complete the certificate requirements and that there will be an annual attrition rate of 5% starting in Year 3. (Percentage is rounded down to the loss of one student per year). As a result, it is expected that the program will reach a steady state of total enrollment of 59 students in year 4 and beyond with an equal distribution of on-campus and distance students.

8. Resources

Provide evidence that the Academic Unit(s) has the necessary resources to implement and deliver the proposed new Certificate under the following headings (where applicable). A budget module and template (located on the QUQAP website) must be completed.

8.1 Faculty – Identify faculty members who will have involvement in the delivery of the proposed certificate program and comment on the adequacy of these resources. Complete Table 5 below.

Submit CVs (following the CV guidelines found on the QUQAP website) for all faculty that are not listed as core in the degree program(s) from which the certificate is derived. Core faculty is defined here as tenured, tenure-track, emeritus and continuing adjunct professors.

Table 5. Faculty associated with the proposed Certificate Program (add rows as needed)

<table>
<thead>
<tr>
<th>Faculty Member (Home Unit)</th>
<th>Rank/Status (Tenured, tenure track, continuing adjunct, term adjunct, special appt, emeritus, etc.)</th>
<th>Total Undergrad Teaching (incl new Program) (units)</th>
<th>Total Grad Teaching (units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catherine Dhavernas</td>
<td>Tenured</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Monique Dufresne</td>
<td>Tenured</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>
Use space below to comment on Table 5

Subject matter expert (SME)
Faculty subject matter experts (SMEs) provide subject expertise and ensure the course reflects the highest levels of scholarship in the discipline and subject area. Faculty SMEs responsibilities include:

- Identify general program objectives, expectations and methods of assessment.
- Provide subject expertise and ensure learning materials reflect the highest levels of scholarship in the relevant discipline.
- Develop appropriate assessments that measure the required learning outcomes.
- Prepare learning materials and recommend additional resources according to need.

Faculty collaboration for continuous program improvement
Before and after it is launched, the instructors together with the Arts and Science Online team, administrators in the Faculty of Arts and Science and the Provost’s office, our various academic partners across campus and at the University of Ottawa, and online learner representatives, will collaborate to configure all aspects of this new certificate. To ensure the success of the Certificate in French for Professionals and its relevance in light of quickly evolving academic, economic, political and social trends, stakeholders will regularly meet as a group to brainstorm, prototype, and pilot updates to our courses and our program as a whole. To maintain up-to-date relevance of certificate program and courses, consultation with language specialists, academic partners at University of Ottawa, and professional experts will be maintained over the long term.

8.2 Staff - Comment on the adequacy of the staff complement to support the certificate program (administrative, technical, IT, laboratory, etc.).

The course design team includes the Faculty Subject Matter Experts described above, along with the following staff roles: Administrative Program Coordinator, Instructional Designers, Manager of Experiential Learning and Partner Relations at Career Services, Career Counsellor, Learning Management Specialist, Multimedia Specialist, Subject Liaison Librarians, Quality Assurance Reviewer (Internal Protocols), and a Research Assistant. The responsibilities of each staff role are described below:

**Academic Director (Catherine Dhavernas)**
Oversee the program development team.
Ensure the technological and pedagogical approaches to the course development are consistent and aligned with program-level learning outcomes.
Manage the proposed timeline for program development and ensure that the development team meets deadlines in the program approval process.

**Administrative Program Coordinator (Anna Sabramowicz and Bev King)**
Support planning and coordination of the development of the program.
Provide organizational support for the program development process.
Maintain records for all program information, compiles data and prepare content for reports to funding agency eCampusOntario.
Collaborate with program and course design teams to ensure consistency.
**Instructional Designer (Anna Sabramowicz)**

Manage the project and coordinate the entire Development Team including the SME(s), Liaison Librarian, Multimedia Specialist, Learning Management Specialist, and others as appointed by Arts and Science Online;

Provide the SME(s) with expertise in online course design and in current recommended practices in online learning based on pedagogical research such as active learning and collaborative approaches in online learning;

 Assist the SME(s) to establish learning outcomes, design engaging learning activities, and assessments aligned with learning outcomes;

Ensure courses are laid out with clear, logical sequencing and reasonable pacing;

Act as a Project Manager, maintaining established schedules and deadlines, and reporting on progress to Arts and Science Online;

Promote best practices throughout the development process from concept to production, to feedback and revision;

Assist the SME(s) to design assessments and activities that will facilitate regular and timely feedback to learners by the instructor and teaching assistants;

Ensure a variety of media and formats (text, audio, photos, graphics, etc.); and

Design an accessible and intuitive user interface.

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**Learning Management Specialist (Stephen Sebastyan)**

Maintain established schedules and deadlines, and report on progress to Arts and Science Online;

Integrate all course assets (e.g. copy, photos, graphics, etc.) and post to the LMS course management platform;

Organize course content in a consistent, graphically appealing, and easily understood manner;

Set up automatically-graded online quizzes as necessary;

Create prototypes for design team to ensure usability for learners;

Test all course elements prior to start of term; and

Initial setup of the course grade book in the LMS.

---

**Multimedia Specialist (Julian Enright)**

Provide guidance about media and formats (text, audio, photos, graphics, etc.);

Make recommendations about prospective software used in courses;

Create multimedia content (e.g. video editing, activity creation, interactive material);

Collaborate with learning management specialist to create prototypes of interactive material using innovative software;

Provide training to instructors and teaching assistance Adobe Connect training/troubleshooting; and

Ensure multimedia meets AODA compliance and standards (e.g. video captioning, transcripts, etc.).

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**Market Researcher and Program Approvals Coordinator (Cormac Evans)**

Confirm the topics and themes of greatest relevance to our potential students and any requirements for transferable accreditation through surveys distributed to our target markets and conversations with potential professional accreditation bodies.

Communicate feedback, where appropriate, to Program Head, SMEs, and Instructional Designers to incorporate into program and course development.

Assist the Director with creating documentation for and shepherding the program through the QUCAPS approvals process.

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**Educational Developer and Specialist in teaching French as a Second Language online (Martine Rhéaume, Université d’Ottawa)**
Offer expertise in active learning pedagogies for French as a Second Language (FSL), FSL strategies for assessing learning.
Assist the SME(s) to establish learning outcomes, design program-level learning activities and assessments aligned with learning outcomes.
Promote best practices throughout the development process from concept to production, to feedback and revision.

**Subject Liaison Librarian (Nathalie Soini)**
Investigate and advise design team about online content resources;
Liaise with the copyright office to ensure course materials adhere to copyright laws;
Collaborate with subject matter experts to select course material is accessible to learners; and
Design tailored online library guides to support specific course activities.

**Quality Assurance Reviewer (Internal protocols)**
Apply Quality Standards of online teaching and learning excellence at the program and course level;
Update Quality Standards to reflect most recent online learning pedagogical research;
Collaborate with team to create culture of excellence in program and course design;
Provide substantial and constructive recommendations to course and program design;
Consider the perspective of learners to ensure clarity and usability; and
Educate design team on recommended practices to improve quality and promote learning.

**Research Assistant for each course development (Donald Sackey)**
Assist with collection, management and development of course resources.

### 8.3 Space Requirements - Describe the space (work space, laboratory space, office, classrooms) and equipment needed to support students' academic activities.

No physical resources such as classroom space are needed as all students admitted to the Certificate program will be taking courses online.

### 8.4 Program Administration – Describe how the program will be administered (e.g. admissions, tracking progress, curriculum, etc.)

This program will be administered by the Department of French Studies. A faculty member and an office administrator will serve as part-time coordinators to assist with assessment and feedback from the French Language Placement Test, advise students, track progress, and review curriculum through the normal CPR process.

The Faculty of Arts and Science will manage admission to the Certificate in collaboration with Undergraduate Admission following established infrastructure and processes used for other online programs.

Student performance and academic progress will be monitored by the Student Services division of the Faculty Office in same way as for students in other Arts and Science programs. Existing infrastructure in the Faculty Office (Arts and Science Online, Student Services) will be used to support the offering of the program.
8.5 **Information Technology** - Describe the information technology needed to support the delivery of the program and to support the student’s scholarship. Indicate the resource implications for hardware, software/internet, audio-visual, telecommunications, etc. Provide contact person and date that consultation with IT staff took place.

No additional information technology will be needed to support the delivery of the program or the student’s scholarship. Given the evolving nature of technology, new software and applications are constantly being explored by Arts & Science Online in collaboration with Queen’s IT Services; courses in the certificate program will evolve to exploit these new technologies as they are adopted.

**Date:**

8.6 **Library** - Provide information about library support holdings, availability of and access to library resources relevant to the proposed program(s).

**Collections**

Queen’s University Library (QUL) has extensive holdings of books for French. In addition to core acquisitions, relevant monographs are collected in many related disciplines including Film, History and Cultural Studies. Our monograph collections adequately support teaching and research in the subject areas covered by the program.

Most, if not all, major reference works have been converted from print to electronic format, greatly enhancing access to their content. The Library provides access to over 600 indexing and abstracting databases in all disciplines. Important online indexes to the literature of this discipline include the *MLA International Bibliography*, *Repère*, *Erudit*, *CAIRN* and *Literature Online* and freely accessible resources such as *Google Scholar*.

Online encyclopaedias, dictionaries, and general reference works include *Le petit Robert*, *Le grand Robert/Collins*, and *Dictionnaires du 16e et 17e siècles*. Online reference tools are complemented by a host of specialized print bibliographies, encyclopaedias, dictionaries, and handbooks.

A complete list of databases and other online reference works, many more of which are relevant to this program, is available at [http://library.queensu.ca/research/databases](http://library.queensu.ca/research/databases). To expedite access to electronic content, the ability to link from database citations to subscribed full-text or to the Queen’s University Library Catalogue (QCAT) has been enabled.

QUL currently provides access to over 50,000 electronic journals, including subscribed and freely accessible academic titles. The entire suite of electronic journals from publishers such as Oxford, Cambridge, Maney, Sage, Elsevier, Springer, and Taylor and Francis are available to researchers. The Library also subscribes to *Project Muse*, *JSTOR*, *CAIRN*, *Érudit*, and *Periodicals Archive Online* (PAO). Queen’s currently provides access to the majority of the most-cited journals for French and Linguistics.

**Process**

The Library collects information resources in all formats to support teaching, learning and research across the range of programs offered by French Studies. Stauffer Library houses the majority of print resources in the discipline but relevant materials may be located across the library system, depending on each researcher’s area of focus.

In collection practice there is a growing emphasis on electronic resources that provide currency of content, and point-of-need 24/7 access. Remote access to most electronic resources is available through the Queen’s Proxy, allowing students and faculty members to access a rich array of resources from anywhere on or off campus.
Primary responsibility for the selection of new resources rests in the collaboration of the French Studies liaison librarian and the departmental library representative. There are well-defined subject profiles which identify titles from English and French-language vendors. The Department works with the Library to ensure that all faculty publications are included in our collection. Interlibrary borrowing requests are monitored to identify material of interest that should be added to the collection and publishers’ catalogues are reviewed and routed as appropriate. Students and faculty members may make recommendations for purchase online or through their liaison librarian or library representative.

Queen’s currently provides access to the majority of the most-cited journals for all research areas represented by French faculty members.

**Service**

The French Studies liaison librarian provides introductory or specialized workshops, collaborates with faculty members to integrate information resources and information-seeking skills into course-management-software environments, works with seminar and tutorial groups, assists in identifying and locating data and materials, and provides research assistance at every stage of a student’s time at Queen’s. Course-specific workshops, arranged through faculty, pinpoint the most useful sources and search strategies for a given area of research. The liaison librarian offers weekly office hours, hands-on, customized information literacy/research skills workshop instruction upon request in addition to one-on-one instruction.

The liaison librarian maintains a subject guide for each department, which points students to key research tools in the discipline. They are listed in the A-Z list on the Library’s Research by Subject Page: [http://library.queensu.ca/search/research-subject](http://library.queensu.ca/search/research-subject). Over the years, she has also created numerous course-specific research guides for individual classes. Examples to date include:

- FREN 230 (September 2015)
- FREN 201 (October 2014)
- FREN 425 (January 2014)
- FREN 327-427 (January 2014)
- FRST 290 (2015 online)

These are all available on the Library home page and/or in Moodle/OnQ. Analytics captured from the current subject and course guides indicate that students value this way of being pointed to key resources in the field.

The department has included information literacy instruction at the 200, 300 and 400 levels (and at the graduate level, when there were Graduate courses) to ensure that students are familiar with the key resources in databases such as the *MLA International Bibliography*, according to their research questions. Library research sessions have been offered as an integral part of several courses as well as outside class time to both undergraduates and graduates.

Queen’s University Library is committed to student learning and has an active team, the Teaching & Learning Working Group, leading their colleagues in writing learning outcomes, curriculum design and learning assessment. As well, the Library maintains a close working relationship with the Centre for Teaching and Learning which assists in the development of teaching techniques, and in fostering partnerships among librarians and teaching faculty wishing to integrate library research skills into their courses.
**Indicate what new library resources will be needed (e.g. journals, print monographs, audio-visual material, historical documents, electronic databases, statistical/geospatial data)**

The resource that French Studies faculty have been increasingly requesting the library to purchase are online/streaming videos. Often these videos come at a high cost and are not always available in Canada or even online.

**Indicate the likelihood of the program having an impact on the Library staffing. Provide date that consultation with the Library staff took place.**

There should not be any impact on library staffing for this program. The French liaison librarian has assured us that reserves (including ARES), Interlibrary Loan, information literacy and other services will be able to accommodate this new program. However, many language acquisition resources are available at the Education Library and may require liaising with the Education librarians.

Date of consultation: June 28, 2017.

**8.7 Describe any additional resources required that are not currently available. Provide evidence of institutional commitment to supplement existing resources as needed. [Complete budget module]**

This program is designed to best utilize existing staff and faculty resources. That said, some additional resources will be required including up to $32,000 for adjunct salaries, up to $5,500 for TA support, $5,000 annually for online course maintenance and an estimated $2,000 annually to support marketing efforts.

The budget also reflects that the program has been awarded $214,047 from eCampus Ontario that will be used to support the development of 3 new courses by Arts and Science Online. As a result, in Year 1, it is anticipated that the program will generate net revenue of just over $18,000 and by Year 5, if enrollment projects are met, of just over $112,000.

Staff and faculty from the Department of French Studies will administer and manage the Certificate, in consultation with Queen’s Arts and Science Online. As demand increases, additional resources in the Department of French Studies will be directed to support students in the program. Please refer to budget appendix for more information.

**9. Other Matters**

**9.1 Provide evidence of student demand for the certificate program and describe how this information was obtained.**

**Unmet Market Demand**

Over the past five years, the Department of French Studies has developed a series of online French courses designed to provide learners with little or no prior knowledge of French with the opportunity to progressively develop basic, intermediate conversational, grammar and writing skills to enable them to function in a range of contexts requiring French. Encouraged by the high enrolments in these courses, the Department decided to create additional courses with a focus on reading, the business world and aspects of francophone culture. All have been met with an overwhelming response and have been consistently successful. Since the development of these online course offerings learners and employers have contacted the Department to express a need for further expansion of current program and course offerings to enable learners to acquire the means to navigate and apply their skills to a bilingual working environment. Inspired by the success of its current courses and the stated demand for programs and courses with a professional focus, the Department has decided to create a French Certificate Program for working professionals which will provide learners and professionals with the written and communication skills required to meet the general needs of the workplace as well as the opportunity to further develop these skills through a range of more specialized courses.
with a focus on specific professions or professional contexts.

**Existing evidence of demand**

Learners graduating with traditional degrees are having more and more difficulty finding secure jobs because they lack the broader skill set required to adapt and meet the needs of a rapidly changing and varied professional landscape, a landscape which will likely become more complex in the global economy of the future (Ministry of Advanced Education and Skills Development, 2016a). In Canada, this includes the capacity to work in a bilingual setting. In 2009, a parliamentary committee study revealed that out of almost 180,000 government positions, 72,000 were designated bilingual. In 2006, a research poll by Decima, on behalf of Canadian Heritage, revealed that almost 70 per cent of Canadians felt bilingualism improved employment and business opportunities for all Canadians. According to the same survey, eight out of 10 Canadians believe finding employment is a good reason to become bilingual. Studies have also revealed that there is a growing need for excellence in French as a Second Language programs in Canada. In Ontario, for example, the Public Service Commission (PSC, 2015), which is responsible for evaluating second official language proficiency in appointment processes through the Second Language Evaluation (SLE) standardized tests for oral proficiency, written expression and reading comprehension in both English and French, revealed that in 2014-15 the number of people taking the Public Service Tests for Oral Proficiency and Writing Expression increased by 10.0% from the previous year; however overall performance on these tests was shown down from that in 2010-11.

In light of these important realities, the proposed certificate program seeks to position learners for success in today’s global economy by providing them with both the practical and technical language skills required to meet the needs of a range of professional workplaces, as well as providing those who already possess some of these skills with the ability to apply them in a bilingual setting.

9.2 **Explain how the certificate program will fulfill societal need.**

Queen’s Arts and Science Online offers admission categories that provide pathways for learners from a wide range of educational backgrounds to take undergraduate courses and to enroll in degree and certificate programs, and a user-friendly online application process. This allows us to welcome part-time, life-long, and continuous learners to complete the fully online Certificate in French for Professionals.

The proposed Certificate is intended either as a stand-alone credential, or in conjunction with a degree program. Since all the courses are degree-credit courses they can be applied to degrees, within the limitations placed by individual institutions on these matters.

Courses will be offered in three terms: Summer, Fall and Winter. Learners may enroll in the courses of the Certificate program one or more at a time, and in any order as for the option courses, depending on the learner’s personal situation and educational and career goals.

The fully online format of the Certificate in French for Professionals will provide access to learners in Ontario, across Canada, and globally. As evidence of the reach of our online courses, in Winter term 2016, Queen’s Arts and Science Online supported learners from all Canadian provinces and territories, and 26 countries around the world and in a multitude of time zones.

9.3 **For new professional certificate programs, provide evidence that the certificate is congruent with the regulatory requirements of the profession.**

N/A
### 10. Equity, Diversity and Accessibility

#### 10.1 Describe how the proposed new certificate program will address equity considerations, including (but not limited to) issues of particular concern for the groups identified in the university’s various equity programs.

**Meeting needs of underserved populations**

The proposed fully online *Certificate in French for Professionals* responds to a growing need for expanded online learning in Canada, particularly in terms of the availability of fully online programs, not just individual courses, that can be completed at a distance (Contact North, 2010). The *Certificate in French for Professionals* will be open to all new and continuing part-time undergraduate learners, exchange learners studying at Queen’s, and qualified distance learners – three groups of learners for whom having the certificate available fully online provides flexible opportunities for a range of special needs and non-traditional demographics, insofar as it includes flexible scheduling, asynchronous activities, fully accessible high-tech multimedia learning assets (such as digital readings, captioned videos, recorded webinars), and accessible online laptop- and smartphone-friendly office hours and email-ready learner support services.

Importantly, learners will have the opportunity to work closely with peers who enrol from other universities in Canada and abroad. In this way, online courses offer a unique experience for Kingston-based residential Queen’s learners to study alongside part-time, mature, and distance learners located elsewhere. This diversity is a benefit to all learners, and aligns with the Queen’s Academic Plan mandate of “Reaching Beyond to embrace Globalism, Diversity, and Inclusion.”

**Accessibility**

We address issue of course design, inclusion and accessibility at length in Section 6 of this proposal.

### 11. Quality and Other Indicators

#### 11.1 Define indicators that will provide evidence of the quality of the faculty and how they will be used (e.g. qualifications, teaching effectiveness, supervisory/mentorship ability, research impact, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed certificate program).

The *Certificate in French for Professionals* will be reviewed through a five-year memorandum of agreement between the Department and Arts and Science Online to ensure the program continues to be relevant academically and reflect current best practices in design and delivery. The program will also be reviewed under the regular QUQAPs process to ensure that the program reflects Queen’s standards for academic excellence.
Comment on the certificate program structure and faculty attributes (including research activity) that will ensure the intellectual quality of the student experience.

### Course Instructors:

- **Catherine Dhavernas** (PhD) is an Associate Professor in the Department of French Studies. She is a specialist in 20th century French Literature and Theory. Dr. Dhavernas has been extensively involved in designing and teaching online courses since 2011 including three French language courses: Communication et culture I, II, and III, which will be included in the proposed certificate program, a second/third year interdisciplinary course titled: Paris through Literature, Painting, Cinema and Photography and an interdisciplinary Medical Humanities graduate-level course in the School of Rehabilitation Therapy MA and Ph.D programs in Aging and Health.

- **Monique Dufresne**, PhD in Theoretical Linguistics, is an Associate Professor in the Department of French Studies. She has investigated morpho-syntactic change and developed tools, protocols, and taxonomy for morphological tagging of two Medieval French corpora. She has published many papers on grammatical aspect, syntactic particles and determiners. When she arrived at Queen's in 2004, she extended her research to second language acquisition. She teaches courses in Advanced French Grammar and French Linguistics; she also coordinates the courses in Communication & Culture.

- **Frédérique Offredi** graduated from the French "Grande école" HEC (Paris), in 1988. She worked for a few years for NGOs and as an associate consultant in economic development in New Caledonia, France and Dominica. She moved to Canada in 2001 and graduated with a Master's in French Linguistics from Queen's University in 2005. In 2010, she graduated from Queen's with a PhD in French Studies, her thesis focusing on French monologues from the Middle Age to the 1970s. She has been teaching French as Second Language, linguistics, literature and writing skills at Queen's University and the Royal Military College of Canada since 2003.

After an experience of seven years with a Romanian university where she taught various courses of linguistics, **Maria Petrescu** completed the master program at the University of Waterloo with a thesis that she has published under the title Le journal carcéral de Daniel Timsit. Approche pragmatique. She finished her doctoral studies in 2013, at the University of Waterloo, with the dissertation, L’image de la prison dans la littérature française et québécoise du 20e siècle. The articles she has published are about linguistics, pragmatics, French and Quebecois literature in twentieth century, prison, discipline and suffering in the modern mentality. Maria has a rich knowledge of Internet-based French language resources and a vast experience in the development of online French courses. She is also particularly interested in professional writing and French as a second language acquisition and didactics. She has been teaching at Queen’s University in the Department of French Studies since 2015.

- **Donald Sackey** (PhD) has twelve years’ experience with designing and delivering a wide range of French language courses to university students and professionals looking to enhance their knowledge and use of French in a variety of settings. A number of these courses were delivered in on online forum.
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<tr>
<th>12. Supporting Documentation – Unit(s) Input</th>
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In this section please append (or provide hyperlinks to) any additional information that is pertinent to the program(s) and that supports the narratives in Part B (Sections 1-11). For example, as relevant and available, append/embed the following:

[This is not a complete list or exhaustive list, and is only intended to provide examples]

- Appendix A: Quality and Other Indicators
- Appendix B: Letters of support from consultants
- Appendix C: Calendar copy
- Appendix D: Course syllabi for new courses FREN 225/3.0, FREN 236/3.0, FREN 237/3.0, FREN 238/3.0
- Appendix E: Budget Template
Part C – Administration & Government Reporting Information

Part C is to be completed by the Department(s)/Faculty(s) in consultation with the Office of the University Registrar and the Faculty Office(s).

### 13 Information for and/or from the Office of the University Registrar and/or the Faculty Office(s)

#### 13.1. Academic Administration

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<tr>
<td>Program duration</td>
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#### 13.2. Complete the following:

| Will students be admitted part-time? | X Yes | ☐ No |
| Will all or part of the program be offered at the BISC campus? | ☐ Yes | X No |
| Will all or part of this program be offered via distance learning (e.g. online or blended learning?) | X Yes | ☐ No |

### 14. Course Information

#### New Courses with new subject code required?

| ☐ Yes | X No |

If yes, suggested Subject Code ________________________________

### 15. Tuition and Student Activity Fees

| Tuition Fee | Same as ASC tuition |

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<table>
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<th>Fee Assessment Protocol (Annual? Per term Or per course?)</th>
<th>Per unit, per course</th>
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<td>UGRD—AMS if applicable</td>
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<td><strong>UGRD - AMS</strong></td>
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<td>Non-Tuition Fees</td>
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### 16. Government Reporting

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### Part D – Government Reporting Information

**Part D is to be completed by the unit/faculty**

**17. Describe how the program is consistent with an area of strength and/or growth identified in the Strategic Mandate Agreement (SMA). If not aligned, describe how the program is consistent with the mission, aims, objectives and existing strengths of the university**

The proposed Certificate aligns with Queen’s Strategic Mandate Agreement with the Ministry through the following institutional strengths (section 5.1): Program Offerings—Arts and Science, Humanities; and Teaching and Learning – Technology-enabled Learning (Section 2). The proposed Certificate also aligns with the government’s priority to develop programming that focuses on developing learners’ employability skills, and offers learners practical experience through experiential learning opportunities.

**18. Explain how the proposed program fits with Queen’s current program offerings and the university’s capacity to deliver the proposed program**

The objectives of the French for Professionals Certificate are consistent with the University’s Academic Plan to promote student skill development; increased opportunities for expanded credentials, experiential and entrepreneurial learning; and innovation through problem-based learning through technology-enabled learning. The Certificate will help students and professionals to develop and expand their communication and writing skills in French through courses that will foster both disciplinarity and interdisciplinarity by offering foundational skills to engage the professional world as well as more specialized communication and written skills to navigate the more complex needs of a range of specific work places both in the private and public sectors. Through group work and problem-based learning students will have an opportunity to produce documents and project directly linked to industry in the specialized courses.

**19. Provide at least two external comparator programs outside of Queen’s used to derive the proposed tuition fee (program name, university and most recent tuition fee exclusive of additional fees). Comparators should ideally be similar credentials and/or programs in Ontario or Canada if none in Ontario. Justify reasoning for proposed tuition; if higher than comparators how will the impact on accessibility be mitigated?**

Despite the fact that there are several other institutions at both the University and College level offering certificate programs in French Language proficiency, our research indicates that that within Ontario, there are only two institutions that offer fully online programs and only one of those is at the University level. Western’s Certificate in Business French is a 4.0 credit credential which certifies that a student has reached a certain level of proficiency in French communication skills with an emphasis on French in the workplace and in business environments. Tuition is about $1,475 per course (their regular cost per course) and since you need to complete four courses this works out to approximately $5,900. This price does not include the prerequisite French course you need to apply to the certificate.

Humber College’s online Professional French Language certificate incorporates multimedia lessons and provides students with an interactive learning experience that simulates a wide variety of business related communication situations. Tuition is estimated at $2412 ($402.00 per course, 6 courses are required).

**20. (a) Justify the duplication with comparator programs and others (list programs, why is adding a new program justifiable, evidence of consultation, evidence that there is sufficient demand, sufficient opportunities for experiential learning, etc.)**

As outlined in section 9.1 of the proposal, learners graduating with traditional degrees are having more and more difficulty finding secure jobs because they lack the broader skill set required to adapt and meet the needs of a rapidly changing and varied professional landscape, a landscape which will likely become more complex in the global economy of the future (Ministry of Advanced Education and Skills Development, 2016a). In Canada, this includes the capacity to work in a bilingual setting. In 2009, a parliamentary committee study revealed that out of almost 180,000 government positions, 72,000 were designated bilingual. In 2006, a
research poll by Decima, on behalf of Canadian Heritage, revealed that almost 70 per cent of Canadians felt bilingualism improved employment and business opportunities for all Canadians. According to the same survey, eight out of 10 Canadians believe finding employment is a good reason to become bilingual. Studies have also revealed that there is a growing need for excellence in French as a Second Language programs in Canada. In Ontario, for example, the Public Service Commission (PSC, 2015), which is responsible for evaluating second official language proficiency in appointment processes through the Second Language Evaluation (SLE) standardized tests for oral proficiency, written expression and reading comprehension in both English and French, revealed that in 2014-15 the number of people taking the Public Service Tests for Oral Proficiency and Writing Expression increased by 10.0% from the previous year; however overall performance on these tests was shown down from that in 2010-11.

In light of these important realities, the proposed certificate program seeks to position learners for success in today’s global economy by providing them with both the practical and technical language skills required to meet the needs of a range of professional workplaces, as well as providing those who already possess some of these skills with the ability to apply them in a bilingual setting.

20 (b) Comment on any differences between the proposed program and comparators (number of credits/courses, structure, etc.)

As stated above, Western’s Certificate in Business French is a 4.0 credit credential which certifies that a student has reached a certain level of proficiency in French communication skills with an emphasis on French in the workplace and in business environments.

The structure of the program includes:

a) Language Component: students are required to choose 1 of 5 course offerings. In this section, only 1 of the 5 courses is offered on-line;

b) Professional French Component: students must also choose 1 of 5 courses. 3 of the 5 courses in this section are offered online;

c) Business French Component: students must choose 1 of 2 courses and only 1 of the courses is available on-line;

d) Translation component: students are required to choose 1 of 4 courses. Once again, only 1 of the 4 options is available online.

As a result, although this certificate may be completed fully online, student’s options are limited as only certain courses are available through this delivery mode.

Humber’s online Professional French Language certificate is comprised of 6 courses

a) Every day French 1, 2 and 3

b) Professional French 4, 5, 6.

Students also have the option to complete the program via an Intensive Program stream - complete French 1&2, 3&4 or 5&6 in the same semester. This stream will allow students to complete the Professional French Language Certificate in one year rather than two when starting at Level 1.

The Queen’s program requires learners to complete 12.0 units total, including 3 core courses and 1 option course. Online courses are particularly accessible to students who are located remotely, who may be managing a disability that makes on-campus classes a challenge, and for non-traditional, returning, continuing, and lifelong learners in the Kingston area and far beyond.
### Part E - Authorizations

Part E is to be completed by the faculty office(s) following Faculty Board approval and then sent to the provost’s office for approval and signature.

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| Date Approved by SCAD |  |

| Date Approved by Senate |  |

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Appendix A – Quality Indicators

Quality of design and delivery
The home academic department assures academic quality—ensuring that the content and learning outcomes correspond to the on-campus version—and Queen’s Arts and Science Online provides expertise in course design and online pedagogy. The Faculty sets and implements quality standards, which are articulated in several policy documents and acknowledged through a Memorandum of Agreement between the academic department, the faculty member leading development, and Queen’s Arts and Science Online. The Library is also actively involved in the development of online courses, with the relevant subject-specialist librarian advising on online content and resources from the outset of the development. In order to continue to enhance quality and support faculty members as they deliver online courses, Queen’s Arts & Science Online runs a series of Online Instructor Workshops throughout the year, focusing on such topics as Communication in Online Courses, Designing Multimedia, for Effective Learning.

Activities will employ effective and accessible technologies to deepen the acquisition of knowledge through problem-based, authentic, experiential, situated, cooperative, and assessment for/as learning that is transformative and empowering for learners. Technology effectiveness is assured through the use of evaluation methods that link utility, principles and practice by collecting and triangulating data at various stages of design, development, review, and implementation. Data sources include: diagnostic assessments, documentation (process and product), usability and implementation testing, assessment of learning outcomes, and evaluation of cost and sustainability (Cook & Ellaway, 2015). Thus, to ensure learners equal access and usability, a prototype of the e-portfolio, which uses innovative technology (embedded within the learning management system) will be created and thoroughly tested during the early development of the program as outlined in the Program Launch Plan (see below).

Finally, the proposed Global Action and Engagement Certificate aligns with Queen’s Strategic Mandate Agreement with the Ministry through the following institutional strengths: Program Offerings—Arts and Science, Humanities and Social Sciences; and Teaching and Learning – Technology-enabled Learning. The proposed French for Professionals Certificate also aligns with the government’s priority to develop programming that focuses on developing learners’ employability skills, and offers learners practical experience through experiential learning opportunities.

To Measure Student Satisfaction and Quality of Instruction and Teaching Effectiveness

Delivery Format: Learners will be invited to complete a brief survey in the third week of term, providing the team with insight into the learner experience of the structure, technological support, and interactive elements of the course, and enabling the course design team to make any adjustments necessary to improve the online environment. This data will be analyzed holistically to inform decisions about delivery modifications and improvements. At the end of each course, learners will complete the Learner Evaluation of Online Teaching Effectiveness, a research-based online course evaluation tool designed by Bangert (2008) and adapted by Queen’s in an ongoing research collaboration in assessment (Bangert, 2008; Ravenscroft, Luhanga, & King, 2016). This survey will be distributed online and completed anonymously. The design team will review and incorporate this feedback into a collaborative, post-offering review by the instructor and design team, several weeks after the completion of the course.

Plan for learner satisfaction: A pre-course survey will be sent to all learners exploring what they are hoping to get out of the course, their key learning goals, as well as their key concerns. During each course offering, learners will complete a self-assessment aligned with course activities. The multiple-choice questions will allow them to rate their current knowledge on the subject and open-ended
questions will provide an opportunity for them to convey their expectations and concerns about the course.

**Achievement of learning outcomes**
Achievement of learning outcomes will be evaluated in several ways. During the development of the course, the design team including the instructors will create a curriculum map that aligns program level outcomes to course level outcomes and the course to various assessments. A document analysis will determine alignment among these items and also ensure that course activities reflect transferable skills. In addition, learning outcomes will be tracked with aligned assessments in the learning management system used through the program. This information will provide information on learner progress on learning outcomes during the program as well as achievement of learning outcomes.

To ensure the course continues to be relevant academically and reflect current best practices in design and delivery, an extensive review will take place after 3 years that will involve the instructor and another member of the academic department, after which additional design work may take place.

**Program evaluation**
The evaluation plan for this program follows a developmental approach that focuses on process and not just outcomes. Fully integrating program evaluation into the initial certificate design process allows for a more dynamic and emergent evaluation plan and provide a flexible way to incorporate real-time feedback to achieve a continuously improving program (Patton, 2016).

The program evaluation assesses program quality, provide information to facilitate program improvements, and gather information about the processes used for program delivery and collaboration. The evaluation outcomes outlined below will evolve during as the evaluation process unfolds.

1. Ensure activities and assessments in individual courses align with overall program outcomes.
2. Document learners’ transferable skills that are necessary to secure future employment or increase professional development.
3. Evaluate the quality of the course and program to learners.
4. Reflect and document collaborative process of development team and stakeholders (e.g., learners, collaborative partners, instructional designers, and instructors).
5. Integrate program evaluation findings into the certificate program development cycle as findings are collected and analyzed.

**Evaluating the Success of Collaborative Approach**
During the development phase of each course, the Instructional Designer will meet weekly with the team members to ensure benchmarks are being met and collaboration process is working effectively. Following the development of a new course, an online survey will be disturbed to each design team member including instructors to gather feedback from the development team members. The survey will consist of multiple choice questions and open-ended questions that address the process of course development, innovation of course activities and assessments, quality of course design and overall satisfaction of collaboration. Data will be collected and analyzed at the individual course level as well as across the program to determine successful outcomes of collaborative process as well as areas of improvement. The success of the collaboration among Faculty of Arts and Science Online, Global Development Studies, and University of Ottawa will be reviewed on an ongoing basis as course are being developed as well as part of the annual review meeting.

**Plan for Program Sustainability**
The partnership will be formalized through a five-year Memorandum of Agreement (MOA) between
Faculty of Arts and Science and our collaborating Schools and Faculties. That agreement will describe the responsibilities and expectations of each of the parties around program planning, course development and program evaluation and review. The MOA will include a commitment from both parties to meet annually and communicate about what has worked and what hasn’t worked from the academic and program perspective, and to review the collaboration process itself from a working relationship perspective. The MOA will also commit the parties to conduct a full review of the program and courses in the fifth year of the MOA.

Maintaining Program Currency
An annual program review meeting will be held to share evaluation results and discuss recommendations for improvements to the program. Following this review meeting, an action list including timeframe will be created to ensure recommendations are incorporated into the program. After the initial certificate offering is completed, the full dataset for the program evaluation will be analyzed and synthesized to create a meaningful and accessible document for dissemination to program stakeholders. Faculty of Arts and Science Online and French Studies will participate in a full review of the program to evaluation outcomes and courses in the fifth year as per the agreement in the MOA outlined in Part 1, Section E.

Plan for ongoing maintenance of content currency
All the faculty are committed to updating course content and introducing innovative approaches to learning in their courses, including learner team-based learning, simulations, case study learning approaches, and incorporating new advances in technology. In addition, all courses in this Certificate Program implement the following strategies to ensure that content remains current and has real-world relevance:

- The use of “Weekly Updates” in which instructors highlight current events in the various professions by sharing recent cases, articles, podcasts, webinars, blogs, etc. in the field;
- The integration of industry experts, who offer valuable professional insights, connecting theory to practice, extending learning to current and relevant contexts, and applying collaborative skills in an online environment.
- The use and leverage of relevant social media platforms (such as LinkedIn and Twitter)
- The incorporation of responsive software to help maintain continued language practice.

In addition, to ensure courses continue to be relevant academically and reflect current best practices in design and delivery, an extensive review of each course takes place every three years. This review is initiated by Arts and Science Online with the Department Head of the academic unit to which the course resides, and involves the instructor, another member of the academic department, and the instructional design team. At the end of this process, additional design work and updating of content will be agreed upon and carried out.

Several months following the completion of the program, a follow-up questionnaire will be distributed to learners who completed the program and their employers to determine the type of jobs a learner has obtained and implications of program on current profession. This information will ensure effectiveness of the program and also ensure alignment with program learning outcomes and industry expectations. After the data for the program evaluation have been collected, it will be analyzed and synthesized to create a meaningful and accessible document for dissemination to program stakeholders. An annual program review meeting will be held to share evaluation results and discuss recommendations for improvements to the program. Following this review meeting, an action list including timeframe will be created to ensure recommendations are incorporated into the program. Faculty of Arts and Science Online and French Studies will participate in a full review of the program to evaluation outcomes and courses in the fifth year as per the agreement in the MOA.
Quality Assurance: The Core Design Team

Program and Course Design Team

Program Director: Catherine Dhavernas (PhD) is Associate Professor. She is a specialist in 20th century French Literature and Theory. Dr. Dhavernas has been extensively involved in designing and teaching online courses since 2011 including three French language courses: Communication et culture I, II, and III, which will be included in the proposed certificate program, a second/third year interdisciplinary course titled: Paris through Literature, Painting, Cinema and Photography and an interdisciplinary Medical Humanities graduate-level course in the School of Rehabilitation Therapy MA and Ph.D programs in Aging and Health.

Market Researcher and Program Approvals Coordinator: Cormac Evans (BA, Diploma in Public Relations) is the Director of Strategic Initiatives in the Faculty of Arts and Science. As Market Researcher he will confirm the topics and themes of greatest relevance to our potential students and any requirements for transferable accreditation through surveys distributed to our target markets and conversations with potential professional accreditation bodies. He will communicate feedback, where appropriate, to Program Head, SMEs, and Instructional Designers to incorporate into program and course development. And he will assist the Director with creating documentation for and shepherding the program through the QUCAPS approvals process.

Educational Developer: Martine Rhéaume
Martine Rhéaume began her teaching career in 1982 in Quebec City then in Ottawa at the Secondary level. She held the position of Head of International Languages (French, Spanish, German and Latin) in 4 different high schools in the Ottawa region for 33 years. Concurrently Martine started to teach in 1986 at the University of Ottawa at the Faculty of Education in the Teacher Education and Formation des Maîtres Programs. She also taught the Ontario College of Teachers FSL Additional Qualifications, Part 1, 2 and the specialist courses to teachers preparing to teach in Elementary and Secondary Schools in Ontario.

In 1999, Martine joined the University of Ottawa Official Languages and Bilingualism Institute (OLBI) where she taught to the Academic Staff, to the University Personnel and to undergraduate and Graduate students. In 2004, Martine joined the group of Online course designers at the Faculty of Education. These courses were created to support FSL teachers training abroad for their FSL teaching assignments upon their arrival in Canada. In 2015, she became a member of the team of the Blended Courses designers initiative within the University of Ottawa Destination 2020 Strategic Plan.

Instructional Designer: Anna Sabramowicz (B.A., CAE) has 10 years of instructional systems design experience in both academic and corporate sectors. She has extensive experience with online learning design, e-learning development, virtual classroom instruction, and online community engagement.

Learning Management Specialist: Stephen Sebastyan (B.Sc., B.Sc.Eng, M.Sc.) has been part of Queen’s University for over a decade. He has several years experience in course instruction and design.

Multimedia Specialist: Julian Enright has worked at Queen’s for 4 years assisting with the creation of customized e-learning activities and course content using various educational enhancement tools. He also trains and supports new faculty and staff on using online collaboration software.
**Subject Librarian Liaison:** Nathalie Soini is Head of Information Services and is the liaison librarian for French Studies and Languages Literatures and Culture at Queen’s University. Nathalie has a B.A. (Hons) in German and Spanish, an M.A. in Spanish and an MLIS.

**Research Assistant:** Donald Sackey (PhD) has 12 years experience with designing and delivering a wide range of French language courses to university students, and adult learners looking to enhance their knowledge and use of French in a professional setting. A number of these courses involved interaction with students in an online forum.
Appendix B – Letters of support from consultants

From: Lucie Mercier <lmercier@acfomi.org>
Date: September 23, 2016 3:22:40 PM EDT
To: Catherine Dhavernas <dhaverna@queensu.ca>
Subject: RE: Online French for Professionals Certificate Program -- assistance needed

Bonjour Catherine:

Thank you very much for your email. I will gladly help you out with your online French certificate program. As a francophone myself, I am sure that I can contribute or at least give you some helpful comments. I have been the executive director at ACFOMI for 5 years now, and I also have a degree in technical writing and translation with over 10 years of experience in that field. I have also done freelance work in written communication and advertising both in French and English. Hoping to hear from you soon, I wish you a very lovely end of day.

Lucie Mercier
Directrice générale / Executive Director
Association canadienne-française de l'Ontario - Conseil régional des Mille-Îles (ACFOMI) Services d'employabilité ACFOMI Employment Services
Services aux immigrants ACFOMI Immigrant Services
760 Highway 15 Kingston ON K7L 0C3
Tél. : 613 546-7863, poste 26
Téléc. : 613 546-7918
Courriel : lmercier@acfomi.org www.acfomi.ca

-----Message d'origine-----
De : Catherine Dhavernas [mailto:dhaverna@queensu.ca] Envoyé : 22 septembre 2016 19:26
À : Lucie Mercier <lmercier@acfomi.org>
Objet : re: Online French for Professionals Certificate Program -- assistance needed

Dear Lucie Mercier,

I am professor at Queen's University and part of a team that is currently in the process of developing an online French for Professionals certificate program designed to prepare students for a range of bilingual workplaces. We are currently looking for professionals in various government sectors to act as consultants in the development of one of our core courses. This would not entail a lot of time and would involve reading a few components of the course syllabus to assess that case studies, simulations of workplace interactions that will be presented to students, as well as technical vocabulary and general assessments are based on up-to-date realistic scenarios and meet current needs of the field. Please let me know as soon as possible if you or anyone in your department would be interested in assisting us. The input of professionals like yourself will be key to the success of our program and students and so I thank you in advance for any help you can provide.

Best wishes,
Catherine Dhavernas
Associate Professor
Department of French Studies Queen's University
Hi Catherine!

Of course I will try to help, but my French will be a bit limited!

Hope I can be helpful with this course.

Pippa

---

From: Catherine Dhavernas [dhaverna@queensu.ca]
Sent: Thursday, September 22, 2016 6:34 PM
To: Pippa Hall
Subject: re: Online French for Professionals Certificate Program

Hi Pippa,

I hope that you are well. It was great to see you in Ottawa and great also to see so many people interested in pursuing interdisciplinary collaborations toward improving healthcare.

At the moment I am in the process of developing an online French for professionals program for the Department and am looking for a range of professionals in the field who would be willing to act as consultants to ensure that the courses we propose are relevant and current.

I just need a quick e-mail as soon as possible confirming that you are willing to act as a consultant to assess the relevance and up to date nature of the program during its development. This will take place between now and March, 2018.

Have a good weekend,

Catherine
Begin forwarded message:
From: "Rochon, Andrea" <rochona@providencecare.ca>
Date: September 23, 2016 10:44:29 AM EDT
To: "dhaverna@queensu.ca" <dhaverna@queensu.ca>
Subject: RE: Online French for Professionals Certificate Program

Good Morning Dr. Dhavernas,

I wanted to express my interest in participating in this initiative should you require any additional input or consultation related to the healthcare professionals course you will be developing. I have a great interest in education and have worked as a clinical instructor through both in-person and online instruction. I would be grateful for any opportunity to engage in the work you are doing.

If you have any questions for me, I would be happy to answer them.

With kind regards,

Andrea

Andrea Rochon, RN, MScN
Advanced Practice Nurse - Clinical Nurse Specialist, Gerontology
Professional Practice
Providence Care
613-548-7222 ext. 2225
rochona@providencecare.ca

From: Teri Clarke <tericlarkerm@gmail.com>
Date: September 23, 2016 6:24:11 PM EDT
To: Catherine Dhavernas <dhaverna@queensu.ca>
Subject: Re: Online French for Professionals Certificate Program

Dear Catherine Dhavernas,

I am excited about the development of the on-line French for Professionals Certificate Program you describe and its potential to assisted those of us in the healthcare field with improving our quality of care through French language acquisition and skill development. It sounds like a marvelous idea and will undoubtedly appeal to many people like myself who have some understanding of French language but not enough to function in the work setting.

I would be happy to serve as a consultant for this project. As a frontline healthcare worker, I trust I can specifically assess the relevance and up-to-date nature of the course components.

I look forward to hearing for you, Teri Clarke

Registered Midwife

Community Midwives of Kingston
On 22 September 2016 at 18:25, Catherine Dhavernas <dhaverna@queensu.ca> wrote: Dear Teri Clarke,

I am a professor at Queen’s University currently developing a bilingual online certificate program for professionals. I am contacting you to ask if you would be willing to act as a consultant for the development of a course designed for healthcare professionals. This would entail reading components of the course syllabus to assess that case studies, video simulations of workplace interactions that will be presented to students, as well as technical vocabulary and general assessments, are based on up-to-date realistic scenarios and meet current needs of the field.

Please let me know if you would be interested in assisting us or if you have any questions. The input of professionals like yourself will be key to the success of our student’s program and so I thank you for any help you can provide.

Best wishes, Catherine Dhavernas
Associate Professor Department of French Studies Queen’s University

From: "Cleghorn, Marie-Jo" <cleghorm@providencecare.ca>
Date: September 23, 2016 10:22:28 AM EDT
To: "Catherine Dhavernas (dhaverna@queensu.ca)" <dhaverna@queensu.ca>
Subject: FW: Online French for Professionals Certificate Program

Hi Catherine

What a wonderfully sounding opportunity. Thank you for thinking of me. I would be honored to participate in the development of this course as a consultant. Please let me know how I can be of assistance. Kind regards

Marie-Jo

Marie-Jo Cleghorn RN, BA, BScN, MHSc Clinical Education Coordinator Providence Care
Kingston On. K7L 5A2
Tel: 613 548-7222 Ext. 2144
Fax: 613 544-6975
cleghorm@providencecare.ca

----Original Message-----
From: Catherine Dhavernas [mailto:dhaverna@queensu.ca] Sent: Thursday, September 22, 2016 6:47 PM
To: Cleghorn, Marie-Jo
Subject: re: Online French for Professionals Certificate Program

Dear Marie-Jo Cleghorn,

I am a professor at Queen’s University and part of a team that is developing a bilingual online certificate program for professionals. I am contacting you to ask if you would be willing to act as a consultant for the development of a course designed for healthcare professionals. This would entail reading components of the course syllabus to assess that case studies, video simulations of workplace interactions that will be presented to students, as well as technical vocabulary and general assessments, are based on up-to-date realistic scenarios and meet current needs of the field.

Please let me know if you would be interested in assisting us or if you have any questions. The input of professionals like yourself will be key to the success of our student’s program and so I thank you for any help you can provide.
Best wishes,

Catherine Dhavernas

Associate Professor Department of French Studies Queen's University
Good afternoon Wanda,

Thank you for your message and thank you for offering this opportunity to be part of your team.

I had the chance to read through the draft document that you sent. It is very thorough, interesting and well researched. I would be pleased to participate into your plan as an Educational Consultant. Both of our institutions would benefit from this collaboration.

If you allow me, I would be pleased to provide you with some feedback that I wrote down, from an Educational perspective, as I was reading the proposal. Let me know if you are interested to receive "une rétroaction".

Warm regards,

Martine Rhéaume
Official Languages and Bilingualism Institute
Faculty of Arts &
Faculty of Education, University of Ottawa

From: Wanda Beyer [wb26@queensu.ca] Sent: Thursday, September 22, 2016 6:17 PM To: Martine Rhéaume
Subject: French for professionals Queens

Hi Martine,

Bev King asked if I would correspond with you about the French for Professional Certificate we are proposing at Queens for the e-campus funding. The instructor, Catherine Dhavernas said that she would be interested in working with you. Given your expertise in online learning and background in teaching second language learners, we would like to propose your role for the program as an educational consultant.

I am attaching a very rough draft of the proposal. We still have some work to do on it but it will provide you with some background about the program and a few of the courses. If you would like to take a read through it and let us know how you might see your role. We are open to hear about how you would be able to assist with the program. We can discuss this is further detail once you had chance to read through the program and decide if you are interested.

Please let me know if you have any further questions. Kind regards,

Wanda

Wanda Beyer Instructional Designer 134A Dunning Hall
Arts and Science Online | Queen’s University Kingston, Ontario, Canada, K7L 3N6
Tel: (613) 533-6000 ext. 75085 Facebook | Twitter | Pinterest
From: Sylviane Devos <micodevos@gmail.com>

Date: September 25, 2016 3:30:12 PM EDT
To: Catherine Dhavernas <dhaverna@queensu.ca>
Subject: Re: Online French for Professionals Certificate Program

Dear Catherine Dhavernas,

A French course for healthcare professionals is a wonderful idea. I know many of my colleagues will be interested in taking the course once it is fully up and running. I would indeed be willing to assist in the development of this course in whatever capacity I can.

Sincerely,

Sylviane (Mico) Devos
Registered Midwife
Community Midwives of Kingston

On Thu, Sep 22, 2016 at 6:15 PM, Catherine Dhavernas <dhaverna@queensu.ca> wrote: Dear Mico Devos,

I am a professor at Queen’s University currently developing a bilingual online certificate program for professionals. I am contacting you to ask if you would be willing to act as a consultant during the development of a course for healthcare professionals. This would entail reading components of the course syllabus to assess that case studies, video simulations of workplace interactions that will be presented to students, as well as technical vocabulary and general assessments, are based on up-to-date realistic scenarios and meet current needs of the field.

Please let me know if you would be interested in assisting us or if you have any questions. The input of professionals like yourself will be key to the success of our student’s program and so I thank you for any help you can provide.

Best wishes, Catherine Dhavernas
Associate Professor
Department of French Studies Queen’s University
French for Professionals – Certificate

FRPR-C-FRP

Subject: Administered by the Department of French Studies.

Plan: Consists of 12.0 units as described below.

Program: The Plan will lead to a Certificate in French for Professionals.

<table>
<thead>
<tr>
<th>1. Core</th>
<th>(9.0 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. 6.0 units</td>
<td>from (FREN 107/3.0 and FREN 118/3.0) or FREN 150/6.0</td>
</tr>
<tr>
<td>B. 3.0 units</td>
<td>in FREN 225/3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Option</th>
<th>(3.0 units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. 3.0 units</td>
<td>from FREN 236/3.0; FREN 237/3.0; FREN 238/3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Supporting</th>
<th>(0.0 units)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4. Additional Requirements</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>5. Substitutions</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>6. Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Students with no French language ability will need to take one of FRST 105/3.0 or FREN 106/3.0 prior to enrolling in FREN 107/3.0. These students will need to complete 15.0 units to be eligible for the Certificate.</td>
</tr>
<tr>
<td>B. No more than 6.0 units of core and option courses may be counted toward the requirements of both the Certificate and another program.</td>
</tr>
<tr>
<td>C. No more than 6.0 units of core and option courses may be transfer credits from outside Queen’s University.</td>
</tr>
<tr>
<td>D. FREN 107/3.0 must be taken prior to FREN 118/3.0.</td>
</tr>
</tbody>
</table>
Syllabus

FREN 225: French in the Professional Workplace

Course Author: Dhavernas, Catherine

Initial Development Date: Summer 2017

Subject/Catalog Number(s): FREN 225
Single or Multi-Term Course: Single Term
Course Units: 3.0

Application: This course is offered online through Continuing and Distance Studies (CDS). FREN 225 will be a key course in the attainment of the FREN Certificate and electives in French Language Studies.

COURSE CALENDAR DESCRIPTION

This course is designed to provide students with foundational French oral and written skills to successfully navigate through a range of professional workplace environments. It will expose students to professional situations and enable them to actively engage in real life scenarios; from applying and interviewing for a position when entering the workforce, to chairing meetings and conducting routine business as an active member of a professional organization.

NOTE: This course is not intended for fluent French speakers.
NOTE: Not available for credit towards any Plan in FREN.
PREREQUISITE: FREN 118/3.0 or FREN 150/6.0.

LEARNING OUTCOMES

Upon successful completion of the course, you will be able to:

1. Apply topic-specific vocabulary and appropriate grammar to group and individual written and oral interactions;
2. Analyze workplace situations to discern effective use of context-specific language (e.g., adjectives and action verbs, verb tense, and interrogatives);
3. Identify and justify solutions to administrative issues or situations;
4. Formulate recommendations for implementing courses of action and articulate them in oral or written form;
5. Design professional development opportunities or resources to address language skills gaps within a professional organization.

COURSE INTRODUCTION

Whether you are in the process of entering the workforce or an established professional, to be competitive, relevant, and meet the distinct needs and expectations of Canada’s professional landscape, working professionals need the capacity to function in both official languages. FREN 225 is taught by experienced instructors, who have themselves worked and helped to promote and facilitate bilingual
workplace environments. This course will provide you with the foundational skills to navigate a range of professional environments and situations in French. It will also prepare you for troubleshooting common workplace issues and concerns.

**ASSESSMENT OVERVIEW**

This is how your final mark will be determined. Refer to the [Course Timeline](#) for due dates.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Formative or Summative</th>
<th>Weight</th>
<th>Alignment with Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes x 5</td>
<td>Formative</td>
<td>10%</td>
<td>1,2</td>
</tr>
<tr>
<td>Group email activities x 2</td>
<td>Summative</td>
<td>20%</td>
<td>1,2</td>
</tr>
<tr>
<td>Online Simulation and Written Report (10% + 15%)</td>
<td>Formative &amp; Summative</td>
<td>25%</td>
<td>3,4</td>
</tr>
<tr>
<td>1 Live facilitated tutorial role play (with TA’s)</td>
<td>Formative</td>
<td>5%</td>
<td>2,3</td>
</tr>
<tr>
<td>1 Live Session with Peer review</td>
<td>Formative &amp; Summative</td>
<td>10%</td>
<td>3,4</td>
</tr>
<tr>
<td>Final Project</td>
<td>Summative</td>
<td>30%</td>
<td>3,4</td>
</tr>
</tbody>
</table>

**REQUIRED MATERIALS**

All assignment instructions, supplementary exercises, and links to online resources are available on onQ.

**ASSESSMENT AND ACTIVITY OVERVIEW**

We design quality courses with the goal to actively engage learners with the learning materials. Learners who actively participate in the learning environment take more responsibility for their performance and consider the course as more valuable and more directly related to their goals. For these reasons, we seek to integrate active learning strategies in all our courses.

Here are strategies you will find used in this course: discussion boards, small group work, problem solving exercises, peer review, small and large live (synchronous) group role plays and activities.

The modules in this course follow an ordered sequence intended to engage students in the logical progression involved in applying for a position when first entering the job market through to carrying out their professional responsibilities once they have become active members of the workforce. At the beginning of the course, students start out as applicants seeking employment. As they work through the different modules, they are initially taken through the application and hiring processes. Following this, once they have secured employment, the subsequent modules enable them to progress through a range of common workplace situations in which they interact with colleagues, assess and address potential needs or problems and make executive decisions.

<table>
<thead>
<tr>
<th>Module</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Introduction</td>
<td>Online interactive quiz (2%) • Posting in introduction forum</td>
</tr>
<tr>
<td></td>
<td>• Online exercises to help identify any language gaps and baseline for communication</td>
</tr>
</tbody>
</table>
### 2: Application & Interview
- **Online quiz (2%)**
- **email activity (setting up an interview) (10%)**
- SCENARIO SIMULATION: Introduction to key vocabulary and terminology through self-paced simulated conversations.
- SELF PACED ACTIVITY: Based on job posting select appropriate language and elements to generate a CV and cover letter.

### 3: Onboarding
- **Online quiz (2%)**
- **1 live tutorial role play (5%)**
- SCENARIO SIMULATION: Introduction to key vocabulary and terminology through self-paced simulated conversations.
- SCENARIO SIMULATION: Introduction to colleagues/staff, new office (oral) respond to video scenarios
- SKYPE: Meeting with HR re: benefits, etc.
- EMAIL ACTIVITY: meeting with HR; follow-up email
- EMAIL ACTIVITY: Responding to formal outline of salary and benefits.

### 4: Meetings
- **Online quiz (2%)**
- **Email activity (10%)**
- **Online discussion:**
  - Part 1: Role-play interview simulation with peers (10%)
  - Part 2: Review and assessment of interview; final decision (15%)
- SCENARIO SIMULATION: Introduction to key vocabulary and terminology through self-paced simulated conversations.
- SIMULATION: Setting up a business meeting - Self paced simulation (written and oral) (email, telephone); establishing list of participants, time and date, agenda, attachments, respond to cancellations and needs for rescheduling.
- ADOBE CONNECT: Chair and participate in a business meeting (oral) respond to video prompts.

### 5: Clients
- **Online quiz (2%)**
- **Online: email role-play simulation with peers (10%)**
  - [meeting in which client outlines specific needs of their organization]
- SCENARIO SIMULATION: Introduction to key vocabulary and terminology through self-paced simulated conversations.
- DOCUMENT: Outline organization’s services (written) create an ad using provided templates and guides.
- SKYPE: Meet with prospective client (oral) recapitulation of services, etc. [role play in which client outlines specific needs of their organization]
- EMAIL ACTIVITY: Analyze and respond to client needs and provide solution with rationale by email

### 6: Summative Project
- **Summative project (30%)**
  - Part 1: Written submission that identifies gaps
  - Part 2: Create a resource to address the gaps originally identified.
- SCENARIO SIMULATION: Introduction to key vocabulary and terminology through self-paced simulated conversations.
- DOCUMENT OR DIGITAL ARTEFACT: Resource that identifies and addresses professional gaps.

### QUIZZES
You will complete a short quiz of up to five multiple choice questions at the beginning of each week. The purpose of these quizzes is to give you a tool for checking your understanding of key language presented, give you a quick audit of your language and identify any gaps and help you retain essential information. You are allowed as many attempts as necessary to achieve 80% or higher on each quiz.
EMAIL ACTIVITIES
Depending on the context of the module you are in, you will be asked to make arrangements for an interview with an employer, and later on, based on a simulated conversation with a client, write a synopsis and pitch your company’s services using a simulated email conversation.

ROLE PLAYS
To give you opportunities to practice speaking and active listening we have incorporated live role plays. These conversations happen in small groups, large groups and always focus on a specific aspect of the journey from a new hire to full time team member.

SUMMATIVE PROJECT
Your final project will be a type of professional audit, where you are asked to reflect on the kinds of resources you’d like to see available to individuals in your chosen profession. The professional tool or resource, and how you present it is quite open to what you perceive as the need (for example a printable job aid, a website, a video, a presentation, a podcast etc.)

LATE POLICY
Assignments will lose 2% per day, up to a maximum of 10%. Late assignments will NOT BE ACCEPTED five days past the due date. A grade of zero will be assigned in such cases.

Please contact your TA or instructor if you are concerned that you will not be able to meet an assignment deadline. TA’s may use their own discretion in granting extensions on assignments, but as a general rule, serious illness or a personal emergency are the only valid reasons to ask for an extension - both of which need documentation.

Assignment return time - If you submit an assignment on time, you can expect it to be marked and posted back on onQ by 10 days after the due-date. Be sure to read all commentary on your assignment; the feedback you receive from your TA will help you on future assignments.

GRADING METHOD
All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range (Historical)</th>
<th>Grade Point Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
<td>1.3</td>
</tr>
</tbody>
</table>
CONTACTING YOUR INSTRUCTOR & TEACHING ASSISTANT
We have designed this course to allow for as much feedback on your work as we can fit in. Our team will be monitoring discussion forums daily and will provide feedback and make contributions where appropriate.

When you submit assignments for feedback from our team, feedback will be provided within five business days to make sure you have time to incorporate comments and suggestions into the final summative tasks that will be evaluated.

If you have questions, comments, or concerns that would be helpful for other students in the course, post them on the discussion forum titled “General Inquiries about Course Content and Assessments”. We will respond to this forum within 48 hours.

Use your Queen’s email for personal inquiries, or for academic accommodations and grades. If you need to have a more detailed conversation, schedule a virtual office meeting with your instructor and/or TA via Skype.

Contact details for the teaching team can be found on the front page of the course site.

COURSE FEEDBACK
Add course feedback text here, you can use the following text and adjust it to your course:

At various points during the course, you’ll be asked to take part in feedback activities (such as questionnaires and Exit Tickets). The feedback is anonymous and results used to improve your learning experience while the course is going on, as well as for future instances of the course.

Before the course begins, you will be sent a questionnaire from Arts and Science Online via your Queen’s email. The purpose of this questionnaire is to find out how comfortable you are using online course technology so we can give you the resources you need to have a great course experience.

At various points in the course, you will also complete “Exit Tickets” (four in total). Completing these will give you the opportunity to give feedback to your Instructor about aspects of the course content, activities, assessments etc. Your Instructor will then identify any key learning points and discuss them in the synchronous (live) sessions (using Adobe Connect) or in the Weekly Updates where appropriate.

Finally, you will receive a questionnaire at the end of the course (again, sent from Arts and Science Online via your Queen’s email). This questionnaire is more comprehensive and looks at your experience when taking FREN 225: French in the Professional Workplace.

NETIQUETTE
In an online course, you often communicate with your peers and teaching team through electronic communication. You are expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions and online communication.

Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writing before you post or send it to others.
6. It’s ok to disagree with ideas, but do not make personal attacks.
7. Be open to be challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

COPYRIGHT
The material on this website is copyrighted and is for the sole use of students registered in FREN 225. The material on this website may be downloaded for a registered student’s personal use, but shall not be distributed or disseminated to anyone other than students registered in FREN 225. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

ACCESSIBILITY AND ACCOMMODATIONS
Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities.
If you are a student with a disability and think you may require accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/.
Students with course accommodations should contact CDS immediately following registration to inform them of any accommodations to their timed assessments and/or final exam(s).

ACADEMIC INTEGRITY
Academic integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility, and courage (see www.academicintegrity.org).
These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University.
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Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation,
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**COMPUTER REQUIREMENTS**

**Microsoft Windows Client**
- Vista/Windows 7/Windows 8
- Intel Core 2 Duo processor
- 2GB RAM
- Soundcard with speakers and microphone or preferably a headset
- Webcam

**Mac Client**
- OS X 10.8 or higher
- Intel i5 processor
- 2 GB RAM
- Internal, USB or external iSight microphone or preferably a headset
- Webcam

**Supported Browsers**
- Firefox (latest version)
- Safari (latest version on 64-bit Intel processors only)
- Java
  - Latest version

**Internet Connection**
- Wired high speed access: Cable or better (wifi is not recommended)

**Media Player**
- Flash (latest version)

**Adobe Reader**
- Latest Version

**STUDENTS TRAVELLING OVERSEAS**

Students who will be out of Canada for any duration of the term should be advised that, in the past, students overseas have been blocked from accessing certain websites relevant to their courses, as well as onQ. If your course in requires the completion of online quizzes or exams, this may pose an impediment to you successfully completing the course. We do not make accommodations based on the lack of reliable Internet access. It is your responsibility to make sure that you will have adequate high-speed Internet coverage for the entirety of the term.

**RESOURCES AVAILABLE TO YOU**

The Library is here to help you make the most of your time at Queen’s. It offers many great services to enhance your learning while at Queen’s.
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- **Accessibility Services**
- **Health Services**

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- **Career Services**

**IT Support**

- **IT Support**

**Outlook 365 Email**

- **Outlook Web Interface**

**OnQ ANNOUNCEMENTS AND NEWS**

The instructor will use the Course Announcements located on the Course Home page to post news to the class. Please remember to active news notifications in your settings, otherwise you might miss important announcements.

**OnQ QUESTION AND ANSWER FORUM**

You are encouraged to use these forums to post questions of general interest to the class. The instructor, TA (if any), and other students in the class can reply to the posts in this forum.

**TIMELINE AND CALENDAR**

The link to the Course Timeline is located in the navigation bar below to course banner and shows the dates for all of the assessments used in this course as well as provides links to other important course information. Please check the Timeline each time you enter the course.

The calendar located on the Course Home page shows important course dates, such as assignment due dates and quiz due dates. Please check the calendar frequently.

If there are discrepancies between dates in the course onQ site, the Timeline will be considered accurate.

All times used in the course are Kingston local times (UTC -05:00).
Syllabus
FREN 236: French for Healthcare Professionals

Course Author: Catherine Dhavernas
Initial Development Date: Spring, 2018
Subject/Catalog Number(s): FREN 236
Single or Multi-Term Course: Single Term
Course Units: 3.0

COURSE CALENDAR DESCRIPTION
This course will provide learners with work-related vocabulary as well as the written and oral communication skills to effectively engage in a range of bilingual professional environments and situations pertaining to healthcare. Throughout the course, learners work in small groups on collaborative projects to simulate real world situations.

NOTE: Language is the principal focus of this course. Prior experience or professional knowledge in the field is not necessary.
NOTE: This course is not intended for fluent French speakers.
NOTE: Not available for credit towards any Plan in FREN.
PREREQUISITE: FREN 225/3.0.

LEARNING OUTCOMES
Upon successful completion of the course, you will be able to:
1. Apply topic-specific vocabulary and appropriate grammar to workplace group and individual written and oral interactions;
2. Evaluate and effectively respond to common workplace situations;
3. Engage, discuss and consult on current and specific real-life based medical cases;
4. Formulate recommendations for implementing courses of action and articulate them in oral or written form;
5. Design a professional development plan or resource to address a French language need within healthcare

COURSE INTRODUCTION
This course is intended for medical practitioners and people with an interest in healthcare who wish to enhance their oral and written skills, build on their medical vocabulary and improve their communication skills to effectively conduct routine business in a range of medical settings. Through a range of interactive activities including role plays, learners will acquire routine and context-specific medical terminology while engaging in routine business. Activities will include reading and responding to medical documents and correspondence, documenting cases, simulated interactions with patients, colleagues and staff.
SUGGESTED TIME COMMITMENT
Students can expect to spend, on average, about 10 hours per week completing relevant readings, assignments, and course activities.

REQUIRED MATERIALS
All assignment instructions, supplementary exercises, and links to online resources are available on onQ.

TOPICS

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Module 1. Routine Medical Appointments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>Routine physical</td>
</tr>
<tr>
<td></td>
<td>Booking the appointment (patient - receptionist: Routine physical/specific issue); The appointment: arrival, documentation, waiting room; Physician: Reading the chart; (patient-nurse; physician-nurse; physician-patient interaction); (scenario) online interactive quiz (2%) Documenting the appointment (case study: 49 year old female/male…) online individual chart writing exercise (5%) Referrals and follow-up testing: setting up follow-up appointments – test requisitions, (blood test, etc.) (scenario) online interactive quiz (2%) Routine appointment (case study: 26 year old male with joint pain) online text-based comprehension activity (5%) follow-up – referral to specialist, requisition for X-rays email activity (10%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Module 2. Specialist Consultations</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-6</td>
<td>Specialist appointments and follow-up testing appointment with specialist [choice of different scenarios depending on student interest]; lab; hospital X-rays (scenario) online interactive quiz (2%) Review chart within range of specialized contexts online text base comprehension activity (5%) Specialist consultation with medical colleagues (email, telephone) Online Role-Play: appointment simulation (10%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Module 3. The Hospital</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-9</td>
<td>(scenario: Nurse has just been hired on the ward: Onboarding, etc.) (scenario) online interactive quiz (2%) Patients; Nurses; Physicians; Family Online group discussion (10%) (Case involving hospital administrative issue) 1. students given specific roles to hold meeting online to discuss issue 2. Submission of group follow-up written report (recommendations) (15%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Module 4. The Bureaucray of Healthcare</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-10</td>
<td>(scenario) online interactive quiz (2%) Online activities and peer-reviewed group work (industry-based medical documents) (15%)</td>
</tr>
</tbody>
</table>
Final Group Project
Document or Digital Artefact: Resource that identifies and addresses professional gaps.

ASSESSMENT OVERVIEW
This is how your final mark will be determined in this course. Please refer to the Course Timeline for due dates.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Formative or Summative</th>
<th>Weight</th>
<th>Alignment with Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Assessment Quizzes x 5</td>
<td>Formative</td>
<td>10%</td>
<td>1,2</td>
</tr>
<tr>
<td>Chart Writing Exercise</td>
<td>Formative &amp; summative elements</td>
<td>5%</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>2 Text-based Comprehension Activities</td>
<td>Formative &amp; summative elements</td>
<td>10%</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Online Role-Play</td>
<td>Formative</td>
<td>10%</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Online Group Discussion with Follow-up Written Report</td>
<td>Formative &amp; summative</td>
<td>25%</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Online Discussion and Peer-reviewed group Work</td>
<td>Formative &amp; summative elements</td>
<td>15%</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Final Project</td>
<td>Summative</td>
<td>25%</td>
<td>1,2,3,4,5</td>
</tr>
</tbody>
</table>

ASSESSMENT AND ACTIVITY OVERVIEW
We design quality courses with the goal to actively engage learners with the learning materials. Learners who actively participate in the learning environment take more responsibility for their performance and consider the course as more valuable and more directly related to their goals. For these reasons, we integrate active learning strategies in all our courses.

Different strategies used in this course: discussion boards, role plays, small group work, peer review and others...

Quizzes - 5%
You will complete a short quiz of up to five multiple choice questions at the end of each module. The purpose of these quizzes is to give you a tool for checking your understanding of key language concepts presented, give you a quick audit of your progress and help you retain essential information. You are allowed as many attempts as necessary to achieve 80% or higher on each quiz.

Online role plays and simulations – 45%
During the course, you will have an opportunity to engage your peers in two role-play activities. These activities will require you to reflect on and apply course material presented in particular modules in relation to personal and professional experience, concepts or themes discussed in other modules of the course, or both. The role plays will prompt you to engage with your peers, by responding to a particular professional situation or issue and, using appropriate and specific professional vocabulary and expressions acquired, share your thoughts, justify your ideas, and generate further questions on the topic at hand.
Learning Communities – Peer Interaction and Group Work
Frequent and ongoing interaction is a significant component of a successful online course. This component is also essential to building skills to communicate in a new language. Because our target market is so diverse, the use of peer interaction creates unique opportunities for interactions among learners and professionals, from varied educational and professional backgrounds to share their insights on the relationship between theory and practice.

Profession-specific activities create opportunities for mid-career professionals to share practical experiences with less experienced learners studying in the same field, while those same learners have opportunities to share current knowledge and skills attained from degree-specific coursework. Cross-sector groups are also used for small group problem-solving activities to simulate the experience of working in contexts involving individuals with various levels and types of professional language expertise.

Problem-Based Learning
Assessments in this course will be designed to prepare learners for bilingual professional contexts and to engage them in a variety of related situations. The aim is to develop practical and professional skills that are immediately transferable to contemporary workplaces. The key to successful healthcare practice is effective communication and so learners will engage in a variety of real-life scenarios informed by current trends in the field.

Strategic Interaction Role Plays will enable learners to confront real life professional situations and engage their medical knowledge and the French skills they will acquire in the course. After consulting with professionals in the field, the instructor will develop a role play. Using synchronous technology such as WebEx™, Adobe Connect™ or Google Hangouts, learners will perform and record their role-play. Following the performance, the group will listen to the recording to critically reflect and review their individual performance. Students will also give feedback on their group members’ performance - this practice which will enhance learning by solidifying the reviewers’ knowledge of a given topic area and encourage deep learning.

Interactive comprehension exercises and activities expose learners to real world case studies and scenarios in French by engaging them in a range of interactive activities through which they demonstrate their understanding of the issues addressed.

Leverage collaborative & educational software
Several courses require virtual group work, online peer review or live critiques, and make heavy use of asynchronous forum discussions and synchronous virtual classrooms. We plan to use Adobe Connect, Skype and Google Hangouts to facilitate the synchronous workshops where they are relevant: each of these platforms supports participants in seeing, hearing, chatting, and sharing of documents or websites with each other. For individual practice, we will be using a custom language learning software, VinciLingua, supported where needed with custom e-learning scenario interactions.

LATE POLICY
Assignments will lose 2% per day, up to a maximum of 10%. Late assignments will NOT BE ACCEPTED five days past the due date. A grade of zero will be assigned in such cases.
Please contact your TA or instructor if you're concerned that you won’t be able to meet an assignment deadline. TA’s may use their own discretion in granting extensions on assignments, but as a general rule,
serious illness or a personal emergency are the only valid reasons to ask for an extension - both of which need documentation.

Assignment return time - If you submit an assignment on time, you can expect it to be marked and posted back on onQ by 10 days after the due-date. Be sure to read all commentary on your assignment; the feedback you receive from your TA will help you on future assignments.

GRADING METHOD

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Range (Historical)</th>
<th>Grade Point Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
<td>0.0</td>
</tr>
</tbody>
</table>

CONTACT THE INSTRUCTION TEAM

We have designed this course to allow for as much feedback on your work as we can fit in. As a rule, we will provide feedback as quickly as possible, usually within 24 hours, to help you improve your work and to help you move forward to other courses in your university career.

Contact details for the teaching team can be found on the front page of the course site.

We are always happy to receive your questions and concerns (ones that may not be appropriate for the Course Questions and Comment Forum), and will respond as quickly as possible (although please keep in mind that due to other teaching commitments or even time differences, there may be a bit of a delay).

COURSE FEEDBACK

At various points during the course, students will be asked to take part in a variety of feedback activities (such as questionnaires and exit tickets). Any questionnaires are anonymous and the results are used to improve the student learning experience while the course is going on, as well as for future instances of the course.

During Week 3, students will be sent a questionnaire from Arts and Science Online via your Queen’s email. The purpose of this questionnaire is to assess your online experience of [course name] and to identify where students may be experiencing issues of a technical or support nature.
At various points in the course, students will also complete “Exit Tickets” (four in total). Completing these Exit Tickets will give you the opportunity to provide qualitative and/or quantitative feedback to your Instructor about aspects of the course content, activities, assessments etc. Your Instructor will then identify any key learning points and discuss them in the synchronous (live) sessions (using Adobe Connect) and in Weekly Updates where appropriate.

Finally, you will receive a questionnaire at the end of the course (again, sent from Arts and Science Online via your Queen’s email). This questionnaire is more comprehensive and looks at the student experience when taking FREN 236 French for Healthcare professionals.

NETIQUETTE

In an online course you often communicate with your peers and teaching team through electronic communication. You are expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions and online communication.

Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It’s ok to disagree with ideas, but do not make personal attacks.
7. Be open to be challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

COPYRIGHT

The material on this website is copyrighted and is for the sole use of students registered in FREN 236. The material on this website may be downloaded for a registered student’s personal use, but shall not be distributed or disseminated to anyone other than students registered in FREN 236. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

ACCESSIBILITY/ACCOMMODATIONS

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities.

If you are a student with a disability and think you may require accommodations, you are strongly encouraged to contact the Queen’s Student Accessibility Services (QSAS) as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/.
Students with course accommodations should contact CDS immediately following registration to inform them of any accommodations to their timed assessments and/or final exam(s).

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Intel i5 processor
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Webcam

Supported Browsers
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Safari (latest version on 64-bit Intel processors only)
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Internet Connection
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If there are discrepancies between dates in the course onQ site, the Timeline will be considered accurate.

All times used in the course are Kingston local times (UTC -05:00).
Syllabus
FREN 237: French for Government Professionals

Course Author: Catherine Dhavernas
Initial Development Date: Winter 2018
Subject/Catalog Number(s):  FREN 225
Single or Multi-Term Course: Single Term
Course Units: 3.0

COURSE CALENDAR DESCRIPTION
The course will provide learners with technical vocabulary as well as the written and oral French communication skills to effectively engage in a range of situations, activities, and tasks within government workplaces. Collaborative group work and assignments will simulate real world situations.
NOTE: This course is not intended for fluent French speakers.
NOTE: Language is the principal focus of this course. Prior experience or professional knowledge in the field is not necessary.
NOTE: Not available for credit towards any Plan in FREN.
PREREQUISITE:  FREN 225/3.0.

LEARNING OUTCOMES
Upon successful completion of the course, you will:
1. Apply topic-specific vocabulary and appropriate grammar to group and individual written responses and oral interactions
2. Analyze workplace situations to discern effective use of context specific language;
3. Identify and justify solutions to governmental issues or situations;
4. Formulate recommendations for implementing courses of action and articulate them in oral or written form;
5. Consult French-language procedures and documents to produce a written memorandum.

DETAILED COURSE DESCRIPTION
This course is intended for government workers and people with an interest in the public sector who wish to enhance their oral and written skills, build on their technical vocabulary and improve their communication skills to effectively conduct routine business in a range of government settings. Through a range of interactive activities, learners will acquire routine and context-specific government terminology while engaging in regular business. Activities will include reading and responding to government documents and correspondence, assessing policies and simulated office interactions with stakeholders, colleagues and staff.

REQUIRED MATERIALS
All assignment instructions, supplementary exercises, and links to online resources are available on onQ.
SUGGESTED TIME COMMITMENT

Students can expect to spend, on average, about 9 hours per week completing relevant readings, assignments, and course activities.

TOPICS

<table>
<thead>
<tr>
<th>Weeks 1-3</th>
<th>On-boarding in Government Department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>online quiz (2%)</td>
</tr>
<tr>
<td></td>
<td>Interactive on-line activity on “Charter of Rights and Freedoms” (10%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks 4-6</th>
<th>Government Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>online quiz (2%)</td>
</tr>
<tr>
<td></td>
<td>government structure mapping exercise (5%)</td>
</tr>
<tr>
<td></td>
<td>email activity (10%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks 7-9</th>
<th>Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review of policy documents online quiz (2%)</td>
</tr>
<tr>
<td></td>
<td>Policy synopsis with peer review (15%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks 8-10</th>
<th>The Bureaucracy of Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>online quiz (2%)</td>
</tr>
<tr>
<td></td>
<td>Group Adobe online role play – consultation by members of different departments on a policy question (15%)— with follow-up written departmental reports (10%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks 11-12</th>
<th>Final group project (25%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>online quiz (2%)</td>
</tr>
<tr>
<td></td>
<td>Departments collaborate to write a report that synthesizes their respective perspectives and offers recommendations on the point of policy</td>
</tr>
</tbody>
</table>

ASSESSMENTS

This is how your final mark will be determined in this course. Please refer to the Course Timeline for due dates.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Formative or Summative</th>
<th>Weight</th>
<th>Alignment with Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Assessment Quizzes x 5</td>
<td>Formative</td>
<td>10%</td>
<td>1,2</td>
</tr>
<tr>
<td>1 email activity</td>
<td>Formative</td>
<td>10%</td>
<td>1, 2</td>
</tr>
<tr>
<td>1 Mapping exercise</td>
<td>Formative</td>
<td>5%</td>
<td>1,2,5</td>
</tr>
<tr>
<td>1 live Adobe Connect facilitated role play with follow up written report</td>
<td>Formative &amp; summative elements</td>
<td>25%</td>
<td>1,2,3,4,5</td>
</tr>
<tr>
<td>Policy synopsis with peer review</td>
<td>Formative &amp; summative elements</td>
<td>15%</td>
<td>1,2,3,4,5</td>
</tr>
<tr>
<td>Interactive on-line activity</td>
<td>Formative</td>
<td>10%</td>
<td>1,2</td>
</tr>
<tr>
<td>Final Project</td>
<td>Summative</td>
<td>25%</td>
<td>1,2,3,4,5</td>
</tr>
</tbody>
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We have designed this course to allow for as much feedback on your work as we can fit in. Our team will be monitoring discussion forums daily and will provide feedback and make contributions where appropriate.

When you submit assignments for feedback from our team, feedback will be provided within five business days to make sure you have time to incorporate comments and suggestions into the final summative tasks that will be evaluated.

If you have questions, comments, or concerns that would be helpful for other students in the course, post them on the discussion forum titled “General Inquiries about Course Content and Assessments”. We will respond to this forum within 48 hours.

Use your Queen’s email for personal inquiries, or for academic accommodations and grades. If you need to have a more detailed conversation, schedule a virtual office meeting with your instructor and/or TA via Skype.

Contact details for the teaching team can be found on the front page of the course site.

COURSE FEEDBACK

At various points during the course, you’ll be asked to take part in feedback activities (such as questionnaires and Exit Tickets). The feedback is anonymous and results used to improve your learning experience while the course is going on, as well as for future instances of the course.

Before the course begins, you’ll be sent a questionnaire from Arts and Science Online via your Queen’s email. The purpose of this questionnaire is to find out how comfortable you are using online course technology so we can give you the resources you need to have a great course experience.

At various points in the course, you’ll also complete “Exit Tickets” (four in total). Completing these will give you the opportunity to give feedback to your Instructor about aspects of the course content, activities, assessments etc. Your Instructor will then identify any key learning points and discuss them in the synchronous (live) sessions (using Adobe Connect) or in the Weekly Updates where appropriate.

Finally, you will receive a questionnaire at the end of the course (again, sent from Arts and Science Online via your Queen’s email). This questionnaire is more comprehensive and looks at your experience when taking FREN 237: French for Government Professionals.

NETIQUETTE

In an online course you often communicate with your peers and teaching team through electronic communication. You are expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions and online communication.

Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's ok to disagree with ideas, but do not make personal attacks.
7. Be open to be challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

COPYRIGHT
The material on this website is copyrighted and is for the sole use of students registered in FREN 237. The material on this website may be downloaded for a registered student's personal use, but shall not be distributed or disseminated to anyone other than students registered in FREN 237. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

ACCESSIBILITY/ACCOMMODATIONS
Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities.

If you are a student with a disability and think you may require accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/

Students with course accommodations should contact CDS immediately following registration to inform them of any accommodations to their timed assessments and/or final exam(s).

ACADEMIC INTEGRITY
Academic integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility, and courage (see www.academicintegrity.org).

These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website (see http://www.queensu.ca/artsci/students-at-queens/academic-calendar), and from the instructor of this course. For current policy updates visit: http://www.queensu.ca/artsci/students-at-queens/academic-integrity

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's.
Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

**COMPUTER REQUIREMENTS**

**Microsoft Windows Client**  
Vista/Windows 7/Windows 8  
Intel Core 2 Duo processor  
2GB RAM  
Soundcard with speakers and microphone or preferably a headset  
Webcam

**Mac Client**  
OS X 10.8 or higher  
Intel i5 processor  
2 GB RAM  
Internal, USB or external iSight microphone or preferably a headset  
Webcam

**Supported Browsers**  
Firefox (latest version)  
Safari (latest version on 64-bit Intel processors only)  
Java  
Latest version  
**Internet Connection**  
Wired high speed access: Cable or better (wifi is not recommended)  
**Media Player**  
Flash (latest version)  

**Adobe Reader**  
Latest Version

**STUDENTS TRAVELLING OVERSEAS**

Students who will be out of Canada for any duration of the term should be advised that, in the past, students overseas have been blocked from accessing certain websites relevant to their courses, as well as onQ. If your course in requires the completion of online quizzes or exams, this may pose an impediment to you successfully completing the course. We do not make accommodations based on the lack of reliable Internet access. It is your responsibility to make sure that you will have adequate high speed Internet coverage for the entirety of the term.

**RESOURCES AVAILABLE TO YOU**

**The Library** is here to help you make the most of your time at Queen’s. It offers many great services to enhance your learning while at Queen’s.

- The Library
- Queen’s Learning Commons
- The Exam Bank

**Student Academic Success Services**

- The Writing Centre
- Learning Strategies

**Student Wellness Services** supports the personal, academic and social development of students at Queen’s University by providing a range of programs and services appropriate to their needs, and by participating in associated activities.
• **Student Wellness Services**
• **Counselling Services**
• **Accessibility Services**
• **Health Services**

**Career Services** offers students, faculty, employers and alumni various services including workshops.

• **Career Services**

**IT Support**

• **IT Support**

**Outlook 365 Email**

• **Outlook Web Interface**

**OnQ ANNOUNCEMENTS AND NEWS**

The instructor will use the Course Announcements located on the Course Home page to post news to the class. Please remember to active news notifications in your settings, otherwise you might miss important announcements.

**OnQ QUESTION AND ANSWER FORUM**

You are encouraged to use these forums to post questions of general interest to the class. The instructor, TA (if any), and other students in the class can reply to the posts in this forum.

**TIMELINE AND CALENDAR**

The link to the Course Timeline is located in the navigation bar below to course banner and shows the dates for all of the assessments used in this course as well as provides links to other important course information. Please check the Timeline each time you enter the course.

The calendar located on the Course Home page shows important course dates, such as assignment due dates and quiz due dates. Please check the calendar frequently.

If there are discrepancies between dates in the course onQ site, the Timeline will be considered accurate.

All times used in the course are Kingston local times (UTC -05:00).
Syllabus
FREN 238: French for Legal Professionals

Course Author: Catherine Dhavernas

Initial Development Date: Spring, 2018

Subject/Catalog Number(s): FREN 236
Single or Multi-Term Course: Single Term
Course Units: 3.0

COURSE CALENDAR DESCRIPTION
The course will provide learners with technical vocabulary as well as the French written and oral language skills to effectively communicate with French speaking clients and conduct routine legal communication in French. Collaborative group work and assignments will simulate real world situations.
NOTE: Language is the principal focus of this course. Prior experience or professional knowledge in the field is not necessary.
NOTE: This course is not intended for fluent French speakers.
NOTE: Not available for credit towards any Plan in FREN.
Prerequisite: FREN 225/3.0.

LEARNING OUTCOMES
Students will apply French topic-specific vocabulary and appropriate grammar to:
1. Conduct routine legal business orally and in writing;
2. Identify and discuss federal and provincial legal frameworks and institutions;
3. Translate and evaluate judicial decisions;
4. Translate and evaluate legal documents;
5. Evaluate the impact of legal policy on current social issues.

DETAILED COURSE DESCRIPTION
This course is intended for legal professionals or people with an interest in law who wish to enhance their oral and written skills, build on their legal vocabulary and improve their communication skills to effectively interact with French speaking clients and conduct routine business in a range of workplace situations. Learners will acquire general and context-specific legal terminology while engaging in real world scenarios and situations. Activities will include assessing and responding to legal documents, correspondence and case studies as well as simulated interactions with clients, colleagues and staff.

COURSE MATERIALS
All assignment instructions, supplementary exercises, and links to online resources are available on onQ.

**SUGGESTED TIME COMMITMENT**

Students can expect to spend, on average, about 10 hours per week completing relevant readings, assignments, and course activities.

**TOPICS**

<table>
<thead>
<tr>
<th>Weeks 1</th>
<th><strong>On Boarding: Introduction to the Law Firm</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>online interactive quiz (2%)</td>
</tr>
<tr>
<td></td>
<td>On-boarding</td>
</tr>
<tr>
<td></td>
<td>Email activity (5%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks 2-4</th>
<th><strong>Federal and Provincial Legal Frameworks and Institutions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Judicial System (Judicial Structure)</td>
</tr>
<tr>
<td></td>
<td>online interactive mapping activity (2%)</td>
</tr>
<tr>
<td></td>
<td>“Charter of Rights and Freedoms” interactive on-line activity (10%)</td>
</tr>
<tr>
<td></td>
<td>Criminal and civil procedures online interactive quiz (2%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks 5-7</th>
<th><strong>Case Studies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Civil case online interactive comprehension exercise (5%)</td>
</tr>
<tr>
<td></td>
<td>2. Criminal case group role play (10%) with follow up group written assessment (15%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks 8</th>
<th><strong>Legal Documents</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(will, bill of sale, separation agreement...)</td>
</tr>
<tr>
<td></td>
<td>online interactive quiz (2%)</td>
</tr>
<tr>
<td></td>
<td>online text-based comprehension activity (5%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks 9-10</th>
<th><strong>Areas of Law</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Family online interactive quiz (2%)</td>
</tr>
<tr>
<td></td>
<td>Business online interactive quiz (2%)</td>
</tr>
<tr>
<td></td>
<td>Labour online interactive quiz (2%)</td>
</tr>
<tr>
<td></td>
<td>Environment online interactive quiz (2%)</td>
</tr>
<tr>
<td></td>
<td>Immigration online interactive quiz (2%)</td>
</tr>
<tr>
<td></td>
<td>Aboriginal online interactive quiz (2%)</td>
</tr>
<tr>
<td></td>
<td>online text-based comprehension activity (10%)</td>
</tr>
<tr>
<td></td>
<td>choice of area based on student area of interest</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks 11-12</th>
<th><strong>Final group project</strong> (20%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Groups will submit a written assessment of the legal implications of a current social issue. Groups will be assigned based on common areas of interest.</td>
</tr>
</tbody>
</table>
ASSESSMENTS

This is how your final mark will be determined in this course. Please refer to the Course Timeline for due dates.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Formative or Summative</th>
<th>Weight</th>
<th>Alignment with Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Assessment Quizzes x 9</td>
<td>Formative</td>
<td>18%</td>
<td>1,2,3</td>
</tr>
<tr>
<td>1 email activity</td>
<td>Formative</td>
<td>5%</td>
<td>1</td>
</tr>
<tr>
<td>1 Mapping exercise</td>
<td>Formative</td>
<td>2%</td>
<td>1,2</td>
</tr>
<tr>
<td>Interactive on-line activity</td>
<td>Formative</td>
<td>10%</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Case study: online interactive comprehension exercise</td>
<td>Formative</td>
<td>5%</td>
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</tr>
<tr>
<td>Case study: group role play with follow up group written assessment</td>
<td>Formative &amp; summative elements</td>
<td>25%</td>
<td>1,2,3,4</td>
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<tr>
<td>Online text-based comprehension activity</td>
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**Problem-Based Learning**

Assessments in this course will be designed to prepare learners for bilingual professional context and to engage them in a variety of related situations. The aim is to develop practical and professional skills that are immediately transferable to contemporary workplaces. The key to successful legal practice is effective communication and so learners will engage in a variety of real-life scenarios informed by current trends in the field.

Strategic Interaction Role Plays will enable learners to confront real life professional situations and engage their legal knowledge and the French skills they will acquire in the course. After consulting with professionals in the field, the instructor will develop a role play. Using synchronous technology such as WebEx™, Adobe Connect™ or Google Hangouts, learners will perform and record their role-play. Following the performance, the group will listen to the recording to critically reflect and review their individual performance. Students will also give feedback on their group members’ performance - this practice which will enhance learning by solidifying the reviewers’ knowledge of a given topic area and encourage deep learning.

Interactive comprehension exercises and activities expose learners to real world case studies and scenarios in French by engaging them in a range of interactive activities through which they demonstrate their understanding of the issues addressed.

**Metacognition**

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CONTACT THE INSTRUCTION TEAM

We have designed this course to allow for as much feedback on your work as we can fit in. Our team will be monitoring discussion forums daily and will provide feedback and make contributions where appropriate.

When you submit assignments for feedback from our team, feedback will be provided within five business days to make sure you have time to incorporate comments and suggestions into the final summative tasks that will be evaluated.

If you have questions, comments, or concerns that would be helpful for other students in the course, post them on the discussion forum titled “General Inquiries about Course Content and Assessments”. We will respond to this forum within 48 hours.

Use your Queen’s email for personal inquiries, or for academic accommodations and grades. If you need to have a more detailed conversation, schedule a virtual office meeting with your instructor and/or TA via Skype.

Contact details for the teaching team can be found on the front page of the course site.

COURSE FEEDBACK

Add course feedback text here, you can use the following text and adjust it to your course:

At various points during the course, you’ll be asked to take part in feedback activities (such as questionnaires and Exit Tickets). The feedback is anonymous and results used to improve your learning experience while the course is going on, as well as for future instances of the course.

Before the course begins, you’ll be sent a questionnaire from Arts and Science Online via your Queen’s email. The purpose of this questionnaire is to find out how comfortable you are using online course technology so we can give you the resources you need to have a great course experience.

At various points in the course, you’ll also complete “Exit Tickets” (four in total). Completing these will give you the opportunity to give feedback to your Instructor about aspects of the course content, activities, assessments etc. Your Instructor will then identify any key learning points and discuss them in the synchronous (live) sessions (using Adobe Connect) or in the Weekly Updates where appropriate.

Finally, you will receive a questionnaire at the end of the course (again, sent from Arts and Science Online via your Queen’s email). This questionnaire is more comprehensive and looks at your experience when taking FREN 238: French for Legal Professionals.

NETIQUETTE

In an online course you often communicate with your peers and teaching team through electronic communication. You are expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions and online communication.
Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you response. Think through and re-read your writings before you post or send them to others.
6. It’s ok to disagree with ideas, but do not make personal attacks.
7. Be open to be challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

COPYRIGHT

The material on this website is copyrighted and is for the sole use of students registered in FREN 228. The material on this website may be downloaded for a registered student’s personal use, but shall not be distributed or disseminated to anyone other than students registered in FREN 228. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

ACCESSIBILITY/ACCOMMODATIONS

Queen’s University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities.

If you are a student with a disability and think you may require accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) as early as possible. For more information, including important deadlines, please visit the QSAS website at: http://www.queensu.ca/studentwellness/accessibility-services/.

Students with course accommodations should contact CDS immediately following registration to inform them of any accommodations to their timed assessments and/or final exam(s).

ACADEMIC INTEGRITY

Academic integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility, and courage (see www.academicintegrity.org).

These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.
Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website (see http://www.queensu.ca/artsci/students-at-queens/academic-calendar), and from the instructor of this course. For current policy updates visit: http://www.queensu.ca/artsci/students-at-queens/academic-integrity

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

**COMPUTER REQUIREMENTS**

**Microsoft Windows Client**
- Vista/Windows 7/Windows 8
- Intel Core 2 Duo processor
- 2GB RAM
- Soundcard with speakers and microphone or preferably a headset
- Webcam

**Mac Client**
- OS X 10.8 or higher
- Intel i5 processor
- 2 GB RAM
- Internal, USB or external iSight microphone or preferably a headset
- Webcam

**Supported Browsers**
- Firefox (latest version)
- Safari (latest version on 64-bit Intel processors only)

**Java**
- Latest version

**Internet Connection**
- Wired high-speed access: Cable or better (Wi-Fi is not recommended)

**Media Player**
- Flash (latest version)

**Adobe Reader**
- Latest Version
STUDENTS TRAVELLING OVERSEAS

Students who will be out of Canada for any duration of the term should be advised that, in the past, students overseas have been blocked from accessing certain websites relevant to their courses, as well as onQ. If your course in requires the completion of online quizzes or exams, this may pose an impediment to you successfully completing the course. We do not make accommodations based on the lack of reliable Internet access. It is your responsibility to make sure that you will have adequate high-speed Internet coverage for the entirety of the term.

RESOURCES AVAILABLE TO YOU

The Library is here to help you make the most of your time at Queen’s. It offers many great services to enhance your learning while at Queen’s.

- The Library
- Queen’s Learning Commons
- The Exam Bank

Student Academic Success Services

- The Writing Centre
- Learning Strategies

Student Wellness Services supports the personal, academic and social development of students at Queen’s University by providing a range of programs and services appropriate to their needs, and by participating in associated activities.

- Student Wellness Services
- Counselling Services
- Accessibility Services
- Health Services

Career Services offers students, faculty, employers and alumni various services including workshops.

- Career Services

IT Support

- IT Support

Outlook 365 Email

- Outlook Web Interface

OnQ ANNOUNCEMENTS AND NEWS

The instructor will use the Course Announcements located on the Course Home page to post news to the class. Please remember to active news notifications in your settings, otherwise you might miss important announcements.

OnQ QUESTION AND ANSWER FORUM
You are encouraged to use these forums to post questions of general interest to the class. The instructor, TA (if any), and other students in the class can reply to the posts in this forum.

**TIMELINE AND CALENDAR**

The link to the Course Timeline is located in the navigation bar below to course banner and shows the dates for all of the assessments used in this course as well as provides links to other important course information. Please check the Timeline each time you enter the course.

The calendar located on the Course Home page shows important course dates, such as assignment due dates and quiz due dates. Please check the calendar frequently.

If there are discrepancies between dates in the course onQ site, the Timeline will be considered accurate.

All times used in the course are Kingston local times (UTC -05:00).
Program Name: Certificate in French for Professionals - French Studies Department

Estimated of Net Revenue to Department based on Arts and Science Budget Model

<table>
<thead>
<tr>
<th>Year 0 Development</th>
<th>Year 1 Forecast</th>
<th>Year 2 Forecast</th>
<th>Year 3 Forecast</th>
<th>Year 4 Forecast</th>
<th>Year 5 Forecast</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAS students</td>
<td>-</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Distance students</td>
<td>-</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

| Enrolment          |              |                |                |                |                |
| Returning Students Year 2 - FAS | - | 5 | 10 | 14 | 14 |
| Returning Students Year 2 - Distance | - | 5 | 10 | 14 | 14 |
| Total Enrolment    | 10           | 30             | 49             | 59             | 59             |

Estimated Revenue Attributed to Department by Budget Model:

- **Teaching revenue**
  - 2018-2019: 6,662
  - 2019-2020: 19,653
  - 2020-2021: 32,644
  - 2021-2022: 38,973
  - 2022-2023: 38,973

- **Plan Count (Concentrators) revenue**
  - 2018-2019: 3,360
  - 2019-2020: 9,912
  - 2020-2021: 16,464
  - 2021-2022: 19,656
  - 2022-2023: 19,656

- **Other revenue - e-campus funding**
  - 214,047

**Estimated Total Revenue**
- 214,047
- 10,022
- 29,565
- 59,629
- 58,629

Direct program costs

- Program Development: 214,047
- Academic salaries and professional fees: -
- Adjunct Salaries: -
- TA - Salaries (includes benefits): -
- Benefits: -
- Marketing: -
- Maintenance fees: -
- Books and materials: -
- Other: -

**Total Direct Program Costs**
- 214,047
- 24,000
- 44,180
- 45,064
- 45,965
- 46,884

Net Revenue

- (13,978)
- (14,615)
- 4,044
- 12,664
- 11,745

Cumulative Surplus/(Deficit)

- (13,978)
- (28,593)
- (24,549)
- (11,885)
- (141)

Other Enrollment Revenue

- 408
- 817
- 1,225
- 1,225
- 1,225

Total Net Revenue plus Other Enrollment Revenue

- (13,570)
- (13,798)
- 5,269
- 13,889
- 12,970

Notes:

- Intake of 10 students in Year 1 growing to 59 in Year 3 at steady state, with 2 years to complete program.
- 50% FAS students & 50% Distance students with % split to remain for planning purposes.
- 12-unit certificate with 6 units incremental for FAS students & all 12 are incremental for Distance students.
- FAS Students will complete 3 units in Year 1 and 3 units in Year 2. Assume attrition rate of 5% per year.
- 0.50% weighting for certificate
- 2.00% increase for inflation
- 20.00% Benefit rate
- 301 $ attributed to dept for ugrad ASC FTE teaching (per F2017-18 Budget Allocation tab in budget kit)
- 2,240 $ attributed to dept for ugrad upper yr wted plans (per F2017-18 Budget Allocation tab in budget kit)
- 515.7 $ attributed to dept for DIST FTE teaching (per F2017-18 Budget Allocation tab in budget kit)
- 10% additional students from other enrollment stream

Last Revised: 12/4/2017
## Appendix C

### 2019-2020 BADER INTERNATIONAL STUDY CENTRE (BISC) ACADEMIC CALENDAR DATES

#### MAY 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Summer Term begins.</td>
</tr>
<tr>
<td>5</td>
<td>Last date to apply for admission to the Upper-Year Program at Bader International Study Centre for Summer Term (August Session).</td>
</tr>
<tr>
<td>6</td>
<td>Summer Term classes begin (May-June Session).</td>
</tr>
<tr>
<td>6</td>
<td>Early May Bank Holiday.</td>
</tr>
<tr>
<td>10</td>
<td>Last date to add Summer Term classes (May-June Session).</td>
</tr>
<tr>
<td>27</td>
<td>Spring Bank Holiday.</td>
</tr>
<tr>
<td>31</td>
<td>Last date to drop Summer Term classes (May-June Session) without academic penalty.</td>
</tr>
</tbody>
</table>

#### JUNE 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Summer Term ends (May-June Session).</td>
</tr>
</tbody>
</table>

#### JULY 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>12, 13</td>
<td>BISC SOAR program for First-Year Program students (TENTATIVE).</td>
</tr>
<tr>
<td>15</td>
<td>Registration period for Fall and Winter classes begins (TENTATIVE).</td>
</tr>
<tr>
<td>31</td>
<td>Last date to apply for admission to the Upper-Year Program at the Bader International Study Centre for Fall Term.</td>
</tr>
</tbody>
</table>

#### AUGUST 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Registration period for Fall and Winter classes ends (TENTATIVE).</td>
</tr>
<tr>
<td>12</td>
<td>Summer Term classes begin (August Session).</td>
</tr>
<tr>
<td>26</td>
<td>Summer Bank Holiday.</td>
</tr>
<tr>
<td>26</td>
<td>Summer Term classes end (August Session).</td>
</tr>
<tr>
<td>31</td>
<td>Summer Term ends.</td>
</tr>
</tbody>
</table>

#### SEPTEMBER 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fall Term begins.</td>
</tr>
<tr>
<td>9</td>
<td>Fall Term classes begin.</td>
</tr>
<tr>
<td>20</td>
<td>Last date to add Fall Term and multi-term classes.</td>
</tr>
</tbody>
</table>

#### OCTOBER 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-22</td>
<td>Mid-term trip.</td>
</tr>
<tr>
<td>23-27</td>
<td>Reading period.</td>
</tr>
</tbody>
</table>

#### NOVEMBER 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Last date to drop Fall Term classes without academic penalty.</td>
</tr>
<tr>
<td>15</td>
<td>Last date to apply for admission to the Upper-Year Program at the Bader International Study Centre for Winter Term.</td>
</tr>
<tr>
<td>15-17</td>
<td>Reading period.</td>
</tr>
<tr>
<td>28</td>
<td>Fall Term classes end.</td>
</tr>
</tbody>
</table>
## Appendix C

### 2019-2020 BADER INTERNATIONAL STUDY CENTRE (BISC) ACADEMIC CALENDAR DATES

#### DECEMBER 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-11</td>
<td>Study/examination period.</td>
</tr>
<tr>
<td>6</td>
<td>Commemoration Day (exams will not be held).</td>
</tr>
<tr>
<td>31</td>
<td>Fall Term ends.</td>
</tr>
</tbody>
</table>

#### JANUARY 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Winter Term begins.</td>
</tr>
<tr>
<td>6</td>
<td>Winter Term classes begin.</td>
</tr>
<tr>
<td>17</td>
<td>Last date to add Winter Term classes.</td>
</tr>
</tbody>
</table>

#### FEBRUARY 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-18</td>
<td>Mid-term trip.</td>
</tr>
<tr>
<td>19-23</td>
<td>Reading period.</td>
</tr>
<tr>
<td>28</td>
<td>Last date to drop Winter Term and multi-term classes without academic penalty.</td>
</tr>
</tbody>
</table>

#### MARCH 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Winter Term classes end.</td>
</tr>
<tr>
<td>29</td>
<td>Study/examination period begins.</td>
</tr>
<tr>
<td>30</td>
<td>Last date to apply for admission to the Upper-Year Program at the Bader International Study Centre for Summer Term (May-June Session).</td>
</tr>
</tbody>
</table>

#### APRIL 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Study/examination period ends.</td>
</tr>
<tr>
<td>10</td>
<td>Good Friday.</td>
</tr>
<tr>
<td>30</td>
<td>Winter Term ends.</td>
</tr>
</tbody>
</table>

#### MAY 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Summer Term begins.</td>
</tr>
<tr>
<td>4</td>
<td>Summer Term classes begin (May-June Session).</td>
</tr>
<tr>
<td>4</td>
<td>Early May Bank Holiday.</td>
</tr>
<tr>
<td>8</td>
<td>Last date to add Summer Term classes (May-June Session).</td>
</tr>
<tr>
<td>25</td>
<td>Spring Bank Holiday.</td>
</tr>
<tr>
<td>29</td>
<td>Last date to drop Summer Term classes (May-June Session) without academic penalty.</td>
</tr>
</tbody>
</table>

#### JUNE 2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Summer Term ends (May-June Session).</td>
</tr>
</tbody>
</table>
## 2019-2020 BADER INTERNATIONAL STUDY CENTRE (BISC) ACADEMIC CALENDAR DATES

### JULY 2020

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,11</td>
<td>BISC SOAR program for First-Year Program students (TENTATIVE).</td>
</tr>
<tr>
<td>13-31</td>
<td>Registration period for Fall and Winter classes (TENTATIVE).</td>
</tr>
<tr>
<td>31</td>
<td>Last date to apply for admission to the Upper-Year Program at the Bader International Study Centre for Fall Term.</td>
</tr>
</tbody>
</table>

### AUGUST 2020

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Summer Term classes begin (August Session).</td>
</tr>
<tr>
<td>31</td>
<td>Summer Bank holiday.</td>
</tr>
<tr>
<td>31</td>
<td>Summer Term classes end (August Session).</td>
</tr>
<tr>
<td>31</td>
<td>Summer Term ends.</td>
</tr>
</tbody>
</table>

### SEPTEMBER 2020

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fall Term begins.</td>
</tr>
<tr>
<td>14</td>
<td>Fall Term classes begin.</td>
</tr>
<tr>
<td>25</td>
<td>Last date to add Fall Term and multi-term classes.</td>
</tr>
</tbody>
</table>
Terms are generally from September 1st to August 31st annually for a term of three years, unless otherwise indicated.

**Senate**
Jordan Morelli (Engineering & Applied Physics)  
2018(Winter Term)  
to serve on Senate during the 2018 winter term to replace  
Senator Ellen Goldberg (School of Religion) during her sabbatical.

**Academic Orientation (begin November 2018)**  
Bahman Gharesifard (Math & Statistics)  
2020
Introduction
This is a report of the Academic Orientation Committee (AOC) on the events for Orientation Week 2017. It follows the report presented to Faculty Board on April 2017 that accounts for the planning of the week. This report is the result of the compilation of notes by all members of the AOC Committee who observed Orientation events.

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

- To make all new 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.

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 supervises a crop 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).

Faculty, staff and student members of the AOC Committee:
- Johanne Bénard, 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)

Orientation 2017
The Orientation Week 2017 was, overall, successful. Orientation leaders demonstrated their commitment to excellence by responding to feedback from Orientation 2016 and to the challenge of the growth of the student body. Academic events were well planned and well organized. For their part, first-year students were engaged in most of the activities they attended. This year, all groups added inclusivity to their program. ASUS created a new event, “How do you deal?”, chose for the Welcoming Forum a keynote speaker who is an advocate for trans person’s rights, and highlighted in the Tradition event a gender and culturally diverse selection of notable Queen’s alumni. In a joint event, CESA and COMPSA invited a speaker from the Equity Office. Lastly, PHEKSA invited the Kingston’s Raise the Flag group to talk about gender based equality and inclusivity, as well as racial issues.
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-Educate Yourself (with CESA)
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 main goal of the Academic Success 101 assembly was to educate first-year students about the concept of Academic Integrity and its importance within the Queen’s community. This year the event included 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. Despite some overlap with other events that happened earlier in the week (in particular Welcome Forum and Prof Talk), students have been listening closely to the speakers.

How do you deal?
The main goal of this new event was to build an inclusive community of students of all racial, cultural, gender and sexual identities, as well as students of all abilities. The event included a 15-20-minute video presentation in the ARC that featured 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 also had an anti-oppressive narrative. Students from marginalized communities at Queen’s performed pieces they wrote discussing vulnerable experiences they have had on campus, and addressed about how they dealt with them. The event included two American Sign-Language interpreters.

How do you feel?*
This event aimed 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. Furthermore, the event highlighted the importance of balancing social and physical health alongside mental health and included some helpful tips and resources to succeed in doing so. Additional orientation committee members were in attendance to ensure a safe and efficient entrance and exit to the event and members of the Peer Support Centre were present should a student wish to talk to someone about the material presented during the event. This year, the event was 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. In the end, the Bioscience Complex was not the best venue for the presentation for the Peer Health Outreach Coordinator, but the Zumba and yoga portions of the event were very successful.
The goal of Prof Talk was to create an open discussion between professors and small groups of first-year students to help them adjust to their new setting and learn what they can expect in reference to academics. Professors answer questions from individual students with the hope that students will learn that they should not be intimidated to approach a professor or seek help. This year’s event was similar to previous incarnations and as in past years, was valued by the students. However, this time, due to a lower participation rate, some instructors had been asked to do two rotations, which ran smoothly. A feedback form was sent out to participating professors where more than half of the professors indicated that they liked the new format better than that seen in previous years. The talks were preceded by a brunch in appreciation for the professor’s participation that was again this year well attended.

**Queen’s in the Park**
The main goal of this event was to provide first-year students with access to clubs and resources at Queen’s including academic, cultural and arts-based opportunities. This year, Shinerama (a charity that fundraises for Cystic Fibrosis Canada) was integrated into the event. The event went smoothly and continued to be popular among the students.

*This event was also attended by COMPSA, CES, and New Exchange Worldly Transfer Students (NEWTS).*

**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 included a presentation from the Orientation Committee members highlighting a gender and culturally diverse selection of notable Queen’s alumni, and illustrating the many traditions and customs that are associated with Queen’s University. This was followed by speeches by ASUS Head Gael Conor Gallant, the Rector Cam Yung, the President of the Queen’s Native Student Association Lauren Winkler and Alumni Association representative Bittu George. There were two 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 were distributed among the first-year students. The Services Commissioner from ASUS assisted the incoming class in choosing their year crest and welcomed the new students to Queen’s. The Kingston Town Crier officially welcomed the Class of 2021 and invited the students to put on their tams with a taming pledge. The Queen’s Bands concluded the ceremony and led the assembly in the Oil Thigh. The Oil Thigh lyrics were altered to be more inclusive, we are currently working alongside the Student Experience Office to have this lyric change consistent across all faculties and societies at Queen’s.

*COMPSA also attended this event.

**Welcome Forum**

The goal of Welcome Forum was to kick-start Orientation Week with an engaging and informative presentation. The event was held, once again, outdoors on Cricket field so the whole ArtSci class of 2021 could be together. This year, the event began and ended with a student band performance. Addresses from Principal Woolf, Dean of Arts and Science, Head Gael and Academics Chair were followed by one keynote speaker, Kim Katrin Milan, who is an advocate for trans person’s rights and founder of “The People Project”. The students responded very well to this last portion of the event. The event included two American Sign-Language interpreters.

**CESA EVENTS**

**Academic Integrity Talk**

The goal of this event was to educate first-year students about the concept of Academic Integrity and its importance within the Queen’s community. As in previous years, the presentation was made by Dr. Scott-Morgan Straker, Professor in the Department of English, who emphasized the importance of making the right decisions as students and future educators. The engagement of students remained strong.

**ACS on West**

The main goal of this event was to introduce first-year students to the Concurrent Education program, including education professors and the West Campus facilities, and to give an opportunity to first-year students to talk to their Teaches about courses and questions directly related to the program. Students were engaged and
seemed inspired by the speakers, in particular by Mike Young who gave a talk on mental health.

**Breakfast in B.Ed.**
The goals of this event were 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. The event, which included a breakfast, was a resource fair. It included testimonies by two students from the Peer Support Centre and a talk from a student from the Sexual Health Resource Center on the services available. The low attendance to the Four Directions booth will be remedied next year by better signage and by the possibility of adding a talk.

**ACADEMICS ON WEST ROTATIONS**
This session involved 4 rotations, each providing students with information and resources regarding academics.

1) **Academics Resources**
The main goal of this rotation event was 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 offered a short presentation to smaller groups in rotation.

2) **Course Confirmation and Letter Writing**
The goal of this event was 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 (“Letter to my Future Self”) was to get the students thinking about their University career. 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 provided a structured opportunity to all first-year students to ask academics related questions. The discussions were 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 consisted of the CESA Presidential Team, the first-year instructors for PROF 110 and PROF 115, the Concurrent Education Assistant and the Practicum Manager.

4) **Teach Q & A**
The goals of this rotation event were 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.

**Motivational Speaker**
The goal of this event was to get the incoming students into an academic mindset for the year ahead in Concurrent Education with Mike Young being the motivational speaker.

**The Leaning Tower of CEZZA**
The goals of this event were to introduce the students to CESA, to address any questions or concerns regarding academics at Queens in an informal, engaging social environment, and to build support systems amongst the students based on academics. The event, which took place outside of Summerhill, was a pizza lunch open to all members of the Concurrent Education Students’ Association Council and extended Council who have all undergone training.

**Welcome Forum**
Similar to the ASUS Welcome Forum, the goals of this event were to introduce first-year students to the resources and information they will be able to use throughout Orientation Week and their years at Queen’s, as well as to educate them about their responsibilities and privileges as members of the university and the greater Kingston community. This event occurred after the first-years and Teaches have made their way from Agnes Benedickson Field to lower Summerhill. Despite the rain, which caused some interruption, the event remained successful.

**Take a BYTE out of Campus with Compsci**
The primary goal of this scavenger hunt around campus was to introduce CESA and COMPSA students to Academic resources offered by Queen’s, to provide advice from professionals and upper-year students, and to orient first-year students with the physical environment of Queen’s campus. First-year groups (which included both CESA and COMPSA students) visited “checkpoints” where they were given information relative to that location (Bookstore, Library, JDUC, etc.). The event was a good opportunity for students in each program to meet students in the other program.
*This event was co-organized by CESA and COMPSA for both groups of first-year students.

**COMPMA EVENTS**

**CASLab Course Confirmation**
The goals of this event were 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 had the opportunity to confirm that they were enrolled in the correct courses for their skill level and program, and created an account to access CASLab computers. This year, there were some logistical issues around rooms for Course Confirmation but in the end the students benefited from the event.

**Academic Success**
As for all Academic Integrity events, the goal of this event was to educate first-year students about the concept of Academic Integrity and its importance within the Queen’s community. This event consisted of a presentation by Dr. Johanne Bénard (Associate Dean of Studies), Dr. Robin Dawes (Professor, School of Computing) and Dr. David Lamb (Undergraduate Chair), who spoke to the specificity of Academic Integrity in the program. Students were remarkably engaged for the whole session.

**Prof Talk**
The goals of this event were 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. Computing courses are small and this event allows the opportunity for students to get to know the professor, leading to a comfortable academic environment to welcome first-year students. Professors specializing in areas such as Software Design, Biomedical Computing, Cognitive Science, General Computing, Computer Science, and Computing and Mathematics created 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) were also elaborated upon. There were
simultaneous presentations of approximately 15 minutes, followed by a question and answer period.

Con-Educate Yourself with CompSci*
The primary goal of this scavenger hunt around campus was to introduce CESA and COMPSA students to Academic resources offered by Queen’s, to provide advice from professionals and upper-year students, and to orient first-year students with the physical environment of Queen’s campus. First-year groups (which included both CESA and COMPSA students) visited “checkpoints” where they were given information relative to that location (Bookstore, Library, JDUC, etc.). The event was a good opportunity for students in each program to meet students in the other program.

*This event was co-organized by CESA and COMPSA for both groups of first-year students.

Sexual & Mental Health Resources Talks
The goal of this event was 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. This year, the event included a presentation from the Sexual Health Resource Centre and the Peer Support Centre, with testimonies from students who dealt with mental health issues.

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

PHEKSA EVENTS

Academic Adventure
The goal of this event was to introduce first-year students to a variety of academic services and other available opportunities and to learn their locations on campus.
Academic Services included the Douglas Library, Stauffer Library, International Programs Office (Exchanges), ASUS, SKHS Main Office, Learning Commons, Writing Centre, Health, Counseling and Disability Services (now the Student Wellness Services), Peer Support Center, Career Services, FAS Student Services, AMS, and PHEKSA. This year, there was the addition of the Kingston’s Raise the Flag group, which talked about gender based equality and inclusivity, as well as racial issues.

**Academic Round Table**
The goal of this event (held at Camp Oconto) was to introduce first-year students to the School of Kinesiology and Health Studies. Information was presented on topics such as: the SKHS academic programs, first-year courses, opportunities for specialization with degree programs, post-degree opportunities, international exchanges and studying abroad, financial aid, non-academic opportunities etc.

**Academic Success**
As for all Academic Integrity events, the goal of this event was to educate first-year students about the concept of Academic Integrity and its importance within the Queen’s community. The presentation portion of this event was moved to the Welcome Forum this year to allow the participation of the Associate Dean of Studies. At Camp Oconto, students participated in the game board portion of this event, where they were asked questions that are related to academic integrity. A short discussion took place after each scenario or question so that all students are clear as to what the appropriate response would be to each situation.

**Informal Academic Dinner**
The goal of this event, held at Camp Oconto, was to provide first-year students with the opportunity to ask further questions about academics and university life to Vets and Coaches. The interaction during the meal was informal, giving more opportunity for students to ask individual or unanswered questions.

**Interactive Afternoon by the Pier**
The goal of this event is to inform first-year students who could not attend Camp Oconto about their programs. This year there was no need for this event since all participants of Orientation Week were able to attend the Camp.

**Proffee Talk**
The goal of this event was 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: transition to university, juggling academic and non-academic pursuits, homework load and time management, expectations in courses, strategies for establishing good work habits, etc. Two SKHS professors were included by session, so the students could have a chance to see different teaching styles. Profee Talk had shorter (20 minutes) sessions this time, which was well received by both students and professors. This event was rated as one of the student’s favourite events.

**Welcome Forum**

The main goal of this event was to introduce first-year students to the School of Kinesiology and Health Studies, and the Faculty of Arts and Science. Presentations were made by the Director of SKSH, the Associate Dean of Studies (Faculty of Arts and Science), the Undergraduate Coordinator, as well as first-year professors.

**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