A meeting of Faculty Board will be held on Friday, April 27, 2018 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 March 23, 2018 have been posted.

3. Business Arising from the Minutes

4. Arts and Science Undergraduate Society Report

5. Dean’s Report

6. Question Period

7. Academic Program Regulations – Appendix A – for approval
   J. Atkinson will move “that the additions and revisions to the Academic Program Regulations of the Faculty of Arts and Science be approved.”

8. Faculty Policy on Certificates and Diplomas – Appendix B – for approval
   J. Atkinson will move “that the additions and revisions to the Faculty of Arts and Science Policy on Certificates and Diplomas be approved.”

   J. Atkinson will present.

10. Other Business

P. Costigan, Secretary
    Faculty Board

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

I. Electives

The proposed additions to Regulation 7.A. reflect three new subject codes that will now be included in the list of elective subjects that may be taken by Arts and Science students. ANSH (Anishinaabe) was approved by Faculty Board for two new courses that will form part of the Certificate in Indigenous Languages and Cultures. ENGX (English Studies) was approved by Faculty Board as a separate subject code for upper-year English courses that have lesser writing requirements and can be taken as electives by students who have not completed the core first-year English course. INDG (Indigenous Studies) was approved by Faculty Board for a new special topics course in Indigenous Ways of Knowing.

The proposed deletions from Regulation 7.A. result from the deletion of all courses with the subject codes GISC and MBIO over five years ago. Several GISC courses have been re-coded as GPHY courses, and the single MBIO course has been re-coded as BCHM.

7. Electives

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

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

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

8. **Courses in Other Faculties and Schools**

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

Students who transfer from another post-secondary institution may however count up to 24.0 units in courses that transfer as non-Arts and Science courses toward the Program and Plan requirements. Such students may not count further courses offered by other Faculties and Schools at Queen's toward the requirements of any degree or certificate in the Faculty of Arts and Science.

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

A. Faculty of Engineering and Applied Science

(elective) MECH 333/3.0;
(Biotechnology Plan only) CHEE 229/3.0; CHEE 342/3.0; CHEE 380/3.0; CHEE 405/3.0; CHEE 440/3.0; CHEE 450/3.0; CHEE 484/3.0
(Computing Plans only) APSC 221/3.0; ELEC 470/3.0; ELEC 471/3.0; ELEC 474/3.0; ELEC 476/3.0; ELEC 478/3.0
(Certificate in Entrepreneurship and Innovation only) 9.0 units from CHEE 302/3.0; BMED 271/3.0; BMED 471/3.0; COMM 201/3.0; GLPH 271/3.0; GLPH 471/3.0; LAW 204/3.0

B. Faculty of Health Sciences

(elective) BMED 270/3.0; BMED 271/3.0; BMED 370/3.0; BMED 372/3.0; BMED 373/3.0; BMED 380/3.0; BMED 381/3.0; BMED 383/3.0; BMED 384/3.0; BMED 470/3.0; BMED 471/3.0; BMED 473/3.0; BMED 480/3.0; BMED 482/3.0; BMED 483/3.0; GLPH 271/3.0; GLPH 471/3.0; GLPH 472/3.0; NURS 100/3.0; NURS 323/3.0; NURS 326/3.0; NURS 425/3.0
(Biochemistry and Life Sciences Plans only) 9.0 units from BMED 270/3.0; BMED 370/3.0; BMED 372/3.0; BMED 373/3.0; BMED 380/3.0; BMED 381/3.0; BMED 383/3.0; BMED 384/3.0; BMED 470/3.0; BMED 473/3.0; BMED 480/3.0; BMED 482/3.0; BMED 483/3.0
(Certificate in Entrepreneurship and Innovation only) 9.0 units from BMED 271/3.0; BMED 471/3.0; CHEE 203/3.0; COMM 201/3.0; GLPH 271/3.0; GLPH 471/3.0; LAW 204/3.0

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

C. Faculty of Law

(elective) LAW 201/3.0; LAW 202/3.0; LAW 203/3.0; LAW 204/3.0; LAW 205/3.0; LAW 206/3.0; LAW 207/3.0
(Political Studies Plans only) LAW 201/3.0
(Gender Studies Plans only) LAW 516/3.0; LAW 533/3.0
(Certificate in Entrepreneurship and Innovation only) 9.0 units from LAW 204/3.0; BMED 271/3.0;
BMED 471/3.0; CHEE 302/3.0; COMM 201/3.0; GLPH 271/3.0; GLPH 471/3.0

D. Smith School of Business

(elective) COMM courses numbered below 600
(Economics Plans only) COMM 211/3.0; COMM 221/3.0
(Applied Economics Plan only) 9.0 units from COMM 211/3.0; COMM 221/3.0; COMM 311/3.0; COMM 313/3.0; COMM 322/3.0; COMM 323/3.0; COMM 324/3.0; COMM 325/3.0; COMM 326/3.0; COMM 327/3.0; COMM 329/3.0
(Certificate in Entrepreneurship and Innovation only) 9.0 units from COMM 201/3.0; BMED 271/3.0; BMED 471/3.0; CHEE 302/3.0; GLPH 271/3.0; GLPH 471/3.0; LAW 204/3.0

III. Courses in the Sciences and Mathematics

The proposed revisions to Regulation 9 include new courses that qualify as courses in the sciences and mathematics, and remove a course that belongs on the new list of courses that qualify as courses in the humanities, languages and social sciences.

9. Courses in the Sciences and Mathematics

ASC_Science
BMED 270/3.0; BMED 370/3.0; BMED 372/3.0; BMED 380/3.0; BMED 381/3.0; BMED 383/3.0; BMED 384/3.0; BMED 470/3.0; BMED 473/3.0; BMED 480/3.0; BMED 482/3.0; BMED 483/3.0; GLPH 472/3.0
HLTH 230/3.0; HLTH 252/3.0; HLTH 331/3.0; KNPE 125/3.0; KNPE 153/3.0; KNPE 225/3.0; KNPE 227/3.0; KNPE 251/3.0; KNPE 254/3.0; KNPE 255/3.0; KNPE 261/3.0; KNPE 327/3.0; KNPE 339/3.0; KNPE 354/3.0; KNPE 355/3.0; KNPE 425/3.0; KNPE 427/3.0; KNPE 429/3.0; KNPE 439/3.0; KNPE 450/3.0; KNPE 454/3.0; KNPE 455/3.0; KNPE 459/3.0; KNPE 493/3.0; NURS 323/3.0; NURS 324/3.0;

IV. Courses in the Humanities, Languages and Social Sciences

The proposed addition of Regulation 10 provides a comprehensive list of courses that qualify as courses in the humanities, languages and social sciences, and complements the existing list of courses that qualify as courses in the sciences and mathematics. Some Plans require courses to be taken that qualify as courses in the humanities, languages and social sciences, so this list will confirm those courses.

10. Courses in the Humanities, Languages and Social Sciences

Some B.Cmp.(Honours) degrees require Complementary Courses to be chosen from the Humanities, Languages or Social Sciences. In addition, some other Plans have similar requirements. Unless specifically defined in a particular Plan, courses in the Humanities, Languages and Social Sciences shall be deemed as follows:

ASC_Humanities_Languages_Social_Sciences
ARTF; ARTH;
BISC;
BMED 373/3.0;
CLST; COCA; CWRI;
DEVS; DRAM;
ECON; EMPR; ENGL; ENGX; ENIN; ENSC;
FILM; FRST;
(Note that the GPHY, LANG and PSYC course lists noted here may be found in the Degree Plans and Course Lists section of this Calendar.)
Faculty of Arts and Science
Policy for Senate-Conferred Certificates and Diplomas, and Certificates of Language Competence
Revised April 2018/June 2014

Types of Certificate and Diploma Programs in Arts and Science
The Faculty of Arts and Science offers three types of Certificate and Diploma Programs:
1. Academic Certificates and Diploma Programs - Senate-Conferred Certificate and Diploma Programs;
2. Certificates of Language Competence - not conferred by Senate; and
3. Professional Certificate and Diploma Programs - not conferred by Senate.

This document presents the policies for Senate-Conferred Academic Certificates and Diplomas, and for Certificates of Language Competence, both of which are comprised of degree-credit courses.

Existing Certificates in place in 2013
The Faculty of Arts and Science currently offers three Senate-Conferred Certificate Programs at the time that the new Senate Policy for Certificate and Diploma Programs was approved in 2013:
- the Certificate in Geographic Information Science;
- the Certificate in International Studies; Certificate, and
- the Certificate in Sexual and Gender Diversity.

In addition, non-Senate Conferred Certificates of Language Competence in Chinese, French, German, Italian, Japanese and Spanish were also currently offered by departments within Arts and Science. In 2015, the Certificate in International Studies was revised to conform to the new Faculty of Arts and Science Policy for Senate-Conferred Certificates and Diplomas. The structure and status of the three remaining existing Senate-Conferred Certificate Programs will remain exempt from the policies described below unless changes are proposed to the programs, in which case they are expected to be restructured to be consistent with these policies.

Certificates in place in 2018
In addition to the two Senate-conferred Certificate Programs above, the Faculty of Arts and Science offers 11 additional certificates that have been introduced since the Faculty Policy was approved in 2014, all of which conform to the Faculty Policy:
- the Certificate in Academic Writing;
- the Certificate in Disability and Physical Activity;
- the Certificate in Employment Relations;
- the Certificate in Entrepreneurship and Innovation;
- the Certificate in French for Professionals;
- the Certificate in Global Action and Engagement;
The structure and status of the certificates listed above will remain exempt from any changes to the Faculty of Arts and Science Policy for Senate-Conferred Certificates and Diplomas that are approved after April 2018, unless changes are proposed to the programs, in which case they are expected to be restructured to be consistent with the current policy at the time.

A. Academic Senate-Conferred Certificate and Diploma Programs (Senate-conferred)

On February 12, 2013, Queen’s Senate approved a new policy for Certificate and Diploma Programs that superseded earlier policies.

The policy applies to all Senate-approved Undergraduate (UG) and Graduate (GRAD) Certificates and Diploma Programs, which have full academic status and when successfully completed will be noted on a student’s academic transcript as an academic credential.

An Undergraduate Certificate is a program of study coherently organized around clear learning objectives and outcomes, and typically having academic content equivalent to a minimum of half a year of full-time undergraduate study at Queen’s (15.0 units of degree-credit courses or equivalent).

An Undergraduate Diploma is a program of study that involves a significant body of academic work coherently organized around clear learning objectives and outcomes, and typically having academic content equivalent to a minimum of one year of full-time undergraduate study at Queen’s (30.0 units of degree-credit courses or equivalent).

Undergraduate Certificate and Diploma programs may be focused primarily upon academic or professional development objectives, but typically should meet these minimum criteria of academic content.

Senate-Conferred Academic Certificate and Diploma Programs in the Faculty of Arts and Science shall adhere to all the principles of the 2013 Senate document, in addition to meeting the following requirements:

1. Certificate and Diploma Programs must be structured around a focused or coherent theme.

2. To ensure that the highest academic standards are met, all proposed Senate-Conferred Academic Certificate and Diploma Programs shall follow the standard academic program approval processes within the Faculty of Arts and Science and the University, in
accordance with the *Queen’s University Quality Assurance Processes* (QUQAPs). All *Senate-approved Academic* Certificates and Diplomas will be reported to the Ministry of *Advanced Education and Skills Development Training, Colleges and Universities* for approval or information.

3. Certificate and Diploma Programs must be able to demonstrate their financial and academic viability, and will be reviewed 3-5 years after first being offered.

4. Certificate and Diploma Programs shall be available for all students who meet the criteria for admission, regardless of the Degree Program and/or Plan in which students are registered.
   a. Certificates that are comprised of online courses only will be available to all students registered in the Undergraduate and Undergraduate Online Careers.
   b. Certificates that are comprised of any combination of on-campus and online courses will be available to all students registered in the Undergraduate Career only.

5. It shall be stipulated at the approval stage whether the Certificate or Diploma can may be registered for independently of a Degree Program, or whether the Certificate must be taken together with an *Arts and Science undergraduate* Degree Program (and conferred concurrently with or after the degree).

6. All *fully online* Certificate and Diploma Programs, including and all the online components of Certificate and Diploma Programs offered in part through face-to-face delivery, shall be developed and offered in partnership with *Continuing and Distance Studies Arts and Science Online*, in accordance with the Faculty’s Quality Assurance standards for online learning.

7. *Senate-Conferred Academic* Certificate Programs in the Faculty of Arts and Science shall typically consist of a minimum of 15.0 units, but may comprise between 12.0 and 18.0 units. *Senate-Conferred* Diplomas shall typically consist of 30.0 units, but may comprise between 27.0 and 33.0 units.

4.8. i. For students who are registered in both a Degree Program and a Certificate or Diploma Program, no more than 50% of the units required for a Certificate or Diploma Program can also be used towards the requirements of any other academic Program or for the requirements of any Plan that is a constituent part of the Program. Similarly, no more than 50% of the units required for an academic Program or its constituent Plan(s) can be used towards a Certificate or Diploma Program.

ii. For students who are admitted to a Certificate or Diploma Program only, all of the units required to complete the Certificate or Diploma Program may be counted towards the requirements of a Degree Program into which students are subsequently admitted.
9. No more than 50% of the units required for a Certificate or Diploma Program may be transfer credits from outside Queen’s University.

5.10. All courses created to support Senate-Conferred Certificate and Diploma Programs shall be assessed and shall follow the same approval process within the Faculty of Arts and Science as courses supporting a Degree Program.

6.11. Students admitted to a Senate-Conferred Certificate or Diploma Program must meet the criteria for funding eligibility from the Ministry of Training, Colleges and UniversitiesAdvanced Education and Skills TrainingDevelopment.

7.12. The minimum admission requirements for Certificate and Diploma Programs shall be set by the Faculty of Arts and Science at the time of their approval.

8.13. Students will apply for admission to a Certificate or Diploma Program through a process determined by the Faculty of Arts and Science. Students will register in the program and courses through established registration procedures. Acceptance to a Certificate or Diploma Program does not on its own entitle a student to acceptance into a Degree Program in the Faculty of Arts and Science.

9.14. Tuition fees, as approved by the Board of Trustees, will be assessed and collected by the Office of the University Registrar.

10.15. The University will maintain the academic record for all students enrolled in Senate-Conferred Certificate and Diploma Programs. The Office of the University Registrar will issue official transcripts for such students, and graduates will be invited to receive their Certificate or Diploma at convocation.
Appendix C

ACADEMIC ORIENTATION COMMITTEE
REPORT TO FACULTY BOARD ON ORIENTATION 2018
APRIL 2018

This is a report of the Academic Orientation Committee (AOC) on the events planned for Orientation Week 2018.

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

- Ellie MacLennan, Academic Chair for the Arts and Science Undergraduate Society (ASUS)
- Alexa Irvine, Academic Chair for the Concurrent Education Student Association (CESA)
- Max Keleher, Academic Chair for the Computing Students Association (COMPSA)
- Tarrah Ethier, Academic Chair for the Physical Education and Kinesiology Student Association (PHEKSA)

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

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

Other members of the AOC Committee:
- Johanne Bénard, Associate Dean of Studies, Arts and Science (Acting Chair)
- Spring Forsberg-Lewis (Resource Person and Recording Secretary)
- Jan Mennell, LLCU (Faculty member)
- Brooke Cameron, English (Faculty member)
- Stephanie Lind, Music (Faculty member)
- Allison Leverette, Psychology (Staff representative) (on leave)
- TBD (Student at Large member)
- Jasmine Lagundzija, President ASUS (Ex officio)- out going
- Sagal Sharma, New President ASUS (Ex officio)
OVERVIEW OF ACADEMIC EVENTS FOR ORIENTATION WEEK 2018

ASUS
Academic Success 101
Handbook Activities
How do you deal?
How do you feel?
Queen’s in the Park
Traditions and Heritage
Welcome Forum

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

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

PHEKSA
Academic Round Table
Informal Academic Dinner
Interactive Afternoon by the Pier
PHEKSA Proffee Talk
PHEKSA Academic Welcome/Academic Integrity
Photo Scavenger Hunt
ASUS EVENTS

**Academic Success 101**

This event has been modified this year as a result of the merging of two events: Academic Success 101 (on Academic Integrity) and Prof Talk. The event, held at Grant Hall, will be comprised of a presentation on Academic Integrity by Associate Dean (Studies) followed by a speaking panel of professors from each of Arts and Science disciplines, two Teaching Assistants (one from an Arts course and one from a Science course), as well as the Arts and Science Undergraduate Society Academics Commissioner. This panel will begin by answering questions that will be framed by a video component, covering topics such as academic resources, format of courses and academic expectations. The final component of this event will feature the Orientation coordinators speaking briefly to their academic experiences in first year and giving personal advice to this incoming class on how to reach out to campus resources and how to find a balance between school work, social life, and extracurricular activities.

**Handbook Activities**

This year Orientation leaders and first-year students will have access to a handbook and a mobile application. Content for leaders will include supplemental training and guided activities to lead their Orientation groups through events. Each day will have predetermined themes and learning objectives that leaders will be expected to show their students. Content for first-year students will be a compilation of academic and campus resources information, as well as tips from upper-year students. This is a new initiative that will extend beyond Orientation Week, as incoming students will have online access to the handbook and mobile application throughout the year.

**How do you deal?**

The main goal of this new event is to build an inclusive community of students. Specifically, the event is targeted towards those who identify as racial minorities, members of the LGBTQ+ community, Indigenous students, and students of different abilities. How Do You Deal is intended to create a space for marginalized students, who may experience increased stress, anxiety, and concern with the transition to Queen’s. The priority of this event is to provide all incoming students with role models, support systems, and a feeling of community at Queen’s. The event, held at the ARC, will be comprised of a video featuring Queen’s students who represent a variety of groups on campus dedicated to marginalized students, including groups such as Queen’s Education on Queer Issues Project, Queen’s Black Academic Society, and Queen’s Native Students Association. Representatives from these groups will speak to personal experiences and the role of their group in promoting inclusivity on campus. A student speaker from the Arts and Science Equity Commission will also speak about the role of the Equity Commission, and touch upon resources available to students. The video will be followed by performances from members of Down There, an equity-based theatre production under the Arts and Science Equity Commission. The student performers will artistically convey their personal experiences of identity as members of marginalized groups within the Queen’s community.
Peer Support Centre will be present at this event and will be running a trigger booth. Due to the sensitive nature of topics discussed, some students may find this event triggering.

**How do you feel?**

This event aims to inform the incoming students about the mental health resources available on campus, as well as to provide them with a foundation on how to manage stress and their own mental health. This event will take place in two major rotations: one indoor presentation style rotation and one outdoor physical activity based rotation. The presentation component will take place in the Biosciences Auditorium and Atrium (or the Athletics and Recreation Centre) and will cover three major themes (mental health at university, how to get professional care at Queen’s, sexual health and wellness). It will feature an upper-year speaker addressing their personal experience of the topic, followed by a presentation by a representative of a campus service or organization. There will also be representatives from the SHRC to speak of queer-inclusive campus groups and how this relates to both mental and sexual health. Representatives from the Peer Support Centre (PSC) will be located in a room adjacent and accessible to both locations to provide help for any students who might be affected by the sensitive content of the presentation. The outdoor component of this event will consist of three short sections: a short Zumba lesson, a short discussion on physical health, followed by a short yoga class. These lessons will be held in City Park and will be run by volunteers from the Queen’s Athletics and Recreation Centre.

**Queen’s in the Park**

The main goal of this event, which is held at Lower City Park, is to provide first-year students with access to clubs, resources and extracurricular activities at Queen’s and in Kingston, including academic, cultural and arts-based opportunities. The clubs and committees in attendance will offer information about volunteer and club positions as well as resources available with regards to health, employment, safety and campus services.

The Academics Chair and Orientation Coordinators will review applications from Queen’s clubs to ensure that they meet the Arts and Science Undergraduate Society’s non-discrimination policies. In addition, the clubs will be reviewed to ensure that none of the clubs are exclusive in membership or possess secret oaths, which are regulations often found in fraternities and sororities. External groups that wish to participate in the event must submit a detailed description of their group, their purpose, and any material they wish to distribute at Queen’s in the Park. The applications will then additionally be reviewed by the Academics Chair and the President of the Arts and Science Undergraduate Society. Failure to abide by the Society’s aforementioned protocols will be grounds to reject participation in Queen’s in the Park. This year, there will be approximately 10 tables pre-reserved for campus groups, clubs, or services that focus on promoting diversity, equity, accessibility, and inclusivity. This change was made to ensure that these groups receive priority and are an integral part of the event. Additionally, academic resources such as ASUS Peer Tutoring, the Academic Grievance Centre or Student Affairs Peer Services will have a dedicated section at the event. This will allow a distinguishable area where students can gain information about academic resources, policies, and expectations. In addition
to these resources, any professors or teaching assistants that are not a part of the Academics 101 presentation will be offered the opportunity to join Queen’s in the Park and converse with students about course expectations and offer advice in a personal, casual setting. This is being done in order to ensure that students have the opportunity to engage with academic representatives at Queen’s before they begin classes. Finally, the Canadian Cancer Society is the Arts and Science Orientation 2018 charity, and there will be a fundraising booth run by Orientation Week Executives, consisting of a photo booth and a table for merchandise/apparel sales.

*COMPSA and CESA also attend this event.

**Traditions and Heritage**

Traditions and Heritage is an academic event that provides first-year students with information regarding the traditions, history, and the overall foundation of Queen’s University. The ceremony will include a presentation from the Orientation Committee members highlighting a gender and culturally diverse selection of notable Queen’s alumni, and illustrating the many traditions and customs that are associated with Queen’s University. The goal of the Heritage component is to allow students to engage interactively with the history of Queen’s and to explore a timeline which has led to the present. The event will have an interactive component of Queen’s trivia questions and the opportunity to talk to Alumni in which past experiences will be shared. This event involves the interactive activities taking place outside of the Agnes Etherington Arts Centre in addition to a gallery of archived materials and photos on display inside. Another part of the Heritage element will involve the Four Directions Aboriginal Centre facilitating Indigenous traditions and rituals for students to understand the role of Indigenous history in the heritage of Queen’s. The Services Commissioner from the Arts and Science Undergraduate Society will assist the incoming class in choosing their year crest and will welcome the new students to Queen’s. During the event, tams will be distributed among the first-year students. The Kingston Town Crier will officially welcome the Class of 2022 and invite the students to put on their tams with a tamming pledge. The Queen’s Bands will conclude the ceremony and lead the assembly in the Oil Thigh.

**Welcome Forum**

The goal of Welcome Forum is to kick-start Orientation Week with an engaging and informative presentation. The event will be held, once again, outdoors on Cricket field so the whole ArtSci class of 2022 can be together (in case of inclement weather, it will be held in the ARC). The Welcome Forum will set the tone for the rest of Orientation Week, marking the start of a university career for new Queen’s students. Individuals such as Principal Woolf, Arts and Science Executives and Orientation Week Chairs will hold the responsibility of beginning this introduction through a series of speeches about their experiences at Queen’s and advice for what is to come. The event is geared towards providing a foundation upon which students may develop an understanding of their new environment by learning from the experiences of others. The Keynote Speaker at the event is yet to be determined, but will likely be someone that identifies with a marginalized community, and someone that can speak to some of the unique
experiences some first years will face. This event will kick-off the tone of inclusivity of the Week, and ensure first years are aware Queen’s prioritizes inclusion. There will be no live-music band at the event this year, in the hopes to reduce costs and fill the time with other speakers.

**CESA EVENTS**

**Academic Integrity Talk**

As for all Academic Integrity events, the goal of this event organized by CESA is to educate first-year students about the concept of Academic Integrity and its importance within the Queen’s community, as well as to address and answer any questions or concerns that the students may have about Academic Integrity. This event will be a presentation by an Education professor (possibly Dr. Holly Ogden) who is very knowledgeable about the topic of academic integrity.

**Academics on West**

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

**ACADEMICS ON WEST ROTATIONS**

This session involves 4 rotations, each providing students with useful information and resources regarding academics. There will be roughly 4 or 5 Orientation groups at each rotation at one time.

1) **Academics Resources**

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

2) **Course Confirmation and Letter Writing**

The goal of this rotation event is to familiarize students with SOLUS and their timetables, as
well as to assess any course conflicts prior to the start of class and to make sure that students are enrolled in the necessary PROF and PRAC classes. The goal of the letter writing is to get the students thinking about their University career. Peer Academic Support Service (PASS) advisors will be present to help navigate the SOLUS system and provide advice to students attempting to rearrange their schedules. The Academics Teach, the Teaches and the CESA Academic Affairs Commissioners will also assist throughout the event. As their problems are resolved, students will return outside to the coverall painting and will also have the opportunity to write a “Letter to my Future Self” indicating academic, social, and financial goals they have for their first year. The letters will be returned via mail, along with a letter from Teach Exec and their Teaches in spring 2019.

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

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

Breakfast in B.Ed.

The goals of this event are to introduce the students to a variety of mental health resources available at Queens, to discuss strategies related to mental health in connection to academics at Queens and to provide awareness and a support system regarding mental health. This event will include a breakfast for the students and will be a combination of an interactive workshop, presentation and a resource fair. The event will conclude with a final speaker who is knowledgeable on the subject of mental health and can act as a resource for the students.

The Leaning Tower of Pizza Lunch

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

The goals of this event are to get the incoming students into an academic mindset for the year ahead in Concurrent Education and to introduce them to a Queen’s professor. The speaker has not been determined yet this year.

Take a Byte out of Campus*

The primary goals of this event are to introduce COMPSA and CESA students to Academic resources offered by Queen’s, to provide helpful advice from professionals and upper-year students, and help first-year students get oriented on Queen’s campus. Incoming students will be separated into subgroups with Concurrent Education and led on a scavenger hunt completing tasks at several key locations on Queen’s campus. These locations will have Orientation Leaders telling incoming students about the buildings/services and what is available to them. This year students can do the scavenger hunt at their own pace. This also allows for groups to spend additional time at locations if they wish to receive more information about its functions.

*COMPSA also attends this event.

Welcome Forum

Similar to the ASUS Welcome Forum, the goals of this event are to introduce first-year students to the resources and information that 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 will occur after the first-years and Teaches have made their way from Agnes Benidickson Field to lower Summerhill. After separating into their designated Orientation groups with their Teaches to exchange contact information and play icebreakers to familiarize themselves with each other, the first-year students will all come back together as a large group to listen to speakers from the Faculty of Education.

COMPSA EVENTS

Academic Success

As for all Academic Integrity events, the goal of this event is to educate first-year students about the concept of Academic Integrity and its importance within the Queen’s community. This event will consist of an informative presentation of academic integrity regulations at Queen’s by a professor of the School of Computing and a presentation from a representative from the Mental Health Awareness Committee to make students aware of strategies for dealing with mental health and stress, to avoid departures from academic integrity.
### CASLab Course Confirmation

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

### COMPSA/School of Computing Welcome

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

### Con-Educate Yourself *

The primary goals of this event are to introduce COMPSA and CESA students to Academic resources offered by Queen’s, to provide helpful advice from professionals and upper-year students, and help first-year students get oriented on Queen’s campus. Incoming students will be separated into subgroups with Concurrent Education and led on a scavenger hunt completing tasks at several key locations on Queen’s campus. These locations will have Orientation Leaders telling incoming students about the buildings/services and what is available to them. This year students can do the scavenger hunt at their own pace. This also allows for groups to spend addition time at locations if they wish to receive more information about its functions.

*CESA also attends this event.

### Prof Talk

The goals of this event are to introduce students to different computing professors, to provide helpful academic advice from professors and students and to ease the transition from high school to university. Incoming students are directed to choose one or two talks from professors who will present different programs in different rooms: Software Design, Biomedical Computing, Cognitive Science, General Computing, Computer Science, and Computing and Mathematics. Information about first-year courses outside of Computing Information Sciences courses required for first-year students and upper-year courses (required and optional) will also be elaborated upon. This year, the individual talks are shorter, giving students the opportunity to attend two different talks and learn about more than one specialization.
**PHEKSA EVENTS**

**Academic Round Table**

The goals of this event are to introduce first-year students to the School of Kinesiology and Health Studies (SKHS), the programs of study and the range of learning opportunities available to them throughout their four years at Queen’s. The event will be held at Camp Oconto using both outside space and the Dining Hall. The SKHS Undergraduate Coordinator will make a short introductory speech in the dining hall of Camp Oconto to the first-year students, discussing the uniqueness of the School and the multi-disciplinary nature of the programs. The remainder of the session will involve rotations that discuss different aspect of the Kinesiology program including information on first-year courses, opportunities for specialization with degree programs, post-degree opportunities, international exchanges, research labs, financial aid, and non-academic opportunities. This year, the addition of a mental health and health resources rotation was incorporated into the event to replace the “after undergrad” rotation. Some of the topics typically talked about in the “after undergrad” rotation will be incorporated in the “study tips” rotation. From reviews of previous years, it was determined that the first year students felt overwhelmed when postgraduate options were introduced during orientation week. There are also more detailed presentations of this information throughout the school year by the School of Kinesiology and Health Studies.

**Informal Academic Dinner**

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

**Interactive Afternoon by the Pier**

The goals of this event are to inform students who are not going to camp Oconto to learn about their programs and allow them the opportunity to ask questions about academic courses. Students will participate in a variety of activities similar to those events taking place at Camp Oconto. These will include: interactive icebreaker activities, pickup games and quiet games. An array of information will be presented on topics including SKHS academic programs, first-year courses, opportunities for specialization with degree programs, relevant academic and non-academic opportunities available to undergraduate students, international exchanges and post-degree opportunities. This year, there will also be a component on academic integrity organised by orientation leaders. The Assistant Undergraduate Coordinator will attend the event for approximately one hour to provide relevant academic information and to answer questions.
PHEKSA Proffee Talk

The goal of this event is to introduce first-year students to their SKHS professors in a friendly and informal setting and to allow them the opportunity to ask questions about academic life at the university level. Professors and orientation leaders will be stationed in different rooms to speak upon different aspects academics and extracurricular activities offered within the school. Students will be encouraged to ask any questions they want, but questions prepared ahead of time may eliminate some intimidation involved in speaking to faculty members. During his rotation, Dr. Gurd will also be speaking about the culture of learning. In addition this year, information on Kinesiology student run clubs will constitute a rotation. At the beginning of the event, Dr. Bénard (Associate Dean of Studies) and Dr. Côté (Director of SKHS) will speak to the students about academic integrity and some of the academic offerings of the SKHS respectively. There will also be a presentation by a representative from Four Directions. Due to the changes with the orientation week, this event will now be held after Camp Oconto. At this point students will be more comfortable with their peers in their orientation group and may feel more inclined to express their questions to the professors or club representatives.

PHEKSA Academic Welcome

The main goals of this event are to help first-year students transition into university and to introduce them to the School of Kinesiology and Health Studies. Due to the first day of faculty orientation landing on Labour Day, the professors and SKHS administrators that usually speak in this event will now be speaking at Proffee Talk. SKHS talks will now be featuring the PHEKSA president and club representatives to ensure the first year students receive a proper introduction to the kinesiology community.

Photo Scavenger Hunt

The goals of this event are to introduce first-year students to a variety of academic services and other available opportunities and to learn their locations on campus. Orientation groups will be paired up and will be rotating through various locations related to Academics and other useful resources on campus. This year, the event is a photo scavenger hunt, without the club stations, that have been incorporated as all of the club information has been incorporated into the Proffee Talk.

COMMON MANDATORY REGISTRATION EVENT

Student Card Validation/Registration

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