FACULTY OF ARTS AND SCIENCE
FACULTY BOARD
A meeting of Faculty Board will be held on
Friday, September 23, 2022 at 3:30 p.m.
Zoom Link - Meeting ID: 915 8953 8904 - Passcode: 985744

AGENDA

1. Adoption of the Agenda

2. Approval of the Minutes
   The minutes of April 22, 2022 have been posted.

3. Arts and Science Undergraduate Society Report

4. Reports
   1. Dean’s Report
   2. Associate Dean (Teaching and Learning) Report
   3. Associate Dean (Academic) Report
   4. Associate Dean (Graduate) Report

5. 2021-22 ASC Executive Curriculum Committee – Minor Report III – Appendix A - for approval
   J. Stephenson will move “that the 2021-22 ASC Executive Curriculum Committee – Minor Report III be approved.”

6. 2021-22 ASC Executive Curriculum Committee – Minor Report IV – Appendix B – for information

7. Academic Regulation 1 – Academic Integrity – Appendix C - for approval
   J. Stephenson will move “that the revised text for Academic Regulation 1 as per the general principles approved at Faculty Board on 25 March 2022 be approved.”

8. Academic Petitions and Appeals Regulations Sections 1-3 – Appendix D - for approval
   J. Stephenson will move “that the revised text for Academic Petitions and Appeals Regulations as per the general principles approved at Faculty Board on 25 March 2022 be approved.”

9. Academic Regulation 10.3 – Non-Evaluative Grades – Appendix E - for approval
   J. Stephenson will move “that the revised text for Academic Regulation 10.3 as per the general principles approved at Faculty Board on 25 March 2022 be approved.”

10. Academic Regulation 7.1, 8.7 and 11 – Appendix F - for approval
    J. Stephenson will move “that the revised text for Academic Regulation 7.1, 8.7 and 11 be approved.”
11. **Academic Regulation 18.4 – Bader College – Appendix G - for approval**
   J. Stephenson will move “that the revised text for Academic Regulation 18.4 be approved.”

12. **Timelines and Deadlines for Petitions (Academic Petitions and Appeals – Section 3: Petitions and Appeals on Matters Other than Those Related to Academic Integrity) – Appendix H – for approval**
   J. Stephenson will move “that the timelines and deadlines for adding a course after the deadline, dropping a course after the deadline, requesting Aegrotat Standing, requesting Credit Standing, and requesting an extension of the deadline to submit incomplete work or to complete a deferred exam as amended be approved.”

13. **Academic Petitions and Appeals Regulation 3.3.1.9 – Petition to Waive a Requirement to Withdraw for Three Years – Appendix I - for approval**
   J. Stephenson will move “that the revised text for Academic Regulation 3.3.1.9 be approved.”

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

15. **Question Period**

16. **Other Business**

   J. Mennell, Secretary
   Faculty Board

   J. Rose, Chair
   Faculty Board
### COURSE ADDITIONS

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Course Subject</th>
<th>Course Catalogue Number</th>
<th>New Course Units</th>
<th>New Course Title</th>
<th>Transcript Title</th>
<th>New Course Description</th>
<th>Topics</th>
<th>New Course Notes</th>
<th>New Prerequisite</th>
<th>New Corequisite</th>
<th>New Exclusion</th>
<th>New Equivalency</th>
<th>Intended Learning Outcomes/ Learning Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>French Studies</td>
<td>FREN 389</td>
<td>3.0</td>
<td>Special Topics in French Language and Literature</td>
<td>Topics in French Lang &amp; Lit.</td>
<td>Lecture on a selected topic in French Language and Literature; course is either being offered for the first time or is being taught by visiting faculty. Topics will depend on the professor’s interest and field of research. Consult the Department of French Studies website for further details of specific course offerings each year.</td>
<td>Yes</td>
<td>None.</td>
<td>FREN 230/3.0 and FREN 241/3.0.</td>
<td>None.</td>
<td>None.</td>
<td>None.</td>
<td>120 (36L,84P)</td>
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### COURSE REVISIONS

Department of Biomedical and Molecular Science (12)

<table>
<thead>
<tr>
<th>Revision Type(s)</th>
<th>Dept.</th>
<th>Course Subject</th>
<th>Course Catalogue Number</th>
<th>Course Units</th>
<th>New Course Title</th>
<th>Existing Prerequisite</th>
<th>New Prerequisite</th>
<th>New Course Notes</th>
<th>New Prerequisite</th>
<th>New Corequisite</th>
<th>New Exclusion</th>
<th>New Equivalency</th>
<th>Intended Learning Outcomes/ Learning Hours</th>
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<tbody>
<tr>
<td>Prerequisite</td>
<td>Biomedical and Molecular Science</td>
<td>ANAT 409</td>
<td>3.0</td>
<td>Selected Topics in Histology</td>
<td>Level 4 and (a GPA of 2.5) and (registration in a LISC Major or Specialization Plan) and (ANAT 231/3.0) and (ANAT 237/3.0) and (ANAT 241/3.0)</td>
<td>None.</td>
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<td>Prerequisite</td>
<td>Biomedical and Molecular Science</td>
<td>CRSS 453</td>
<td>3.0</td>
<td>Principles in Cardiorespiratory Science I</td>
<td>Level 4 and (registration in a LISC Major or Specialization Plan) and (a GPA of 2.5) and (PHG 221/3.0) and (PHG 222/3.0) and (PHG 223/3.0)</td>
<td>None.</td>
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<td>Prerequisite</td>
<td>Biomedical and Molecular Science</td>
<td>USC 300</td>
<td>3.0</td>
<td>The Process of Discovery in the Biomedical Sciences</td>
<td>Level 3 and above and (registration in a LISC or BCHM Honours Plan (USC-M-BSH, LISC-P-BSH, BCHM-M-BSH, BCHM-P-BSH) or (PSCI Plan))</td>
<td>None.</td>
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<td>Prerequisite</td>
<td>Biomedical and Molecular Science</td>
<td>MICR 451</td>
<td>3.0</td>
<td>Selected Topics in Viral Pathogen</td>
<td>Level 3 and above and (level in the BLS or LISC Major or Specialization Plan) and (a GPA of 2.5) and (BCHM 218/3.0 and MBO 218/3.0 with a min. grade of B-) or (BIO 330/3.0 with a min. grade of B-) or (BIO 331/3.0 with a min. grade of B-)</td>
<td>None.</td>
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<td>Biomedical and Molecular Science</td>
<td>MICR 452</td>
<td>3.0</td>
<td>Viral Infection and Immunity</td>
<td>Level 4 and (registration in the LISC Major or Specialization Plan) and (a GPA of 2.5) and (MICR 221/3.0 or MICR 271/3.0) and (MICR 360/3.0)</td>
<td>None.</td>
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<td>Prerequisite</td>
<td>Biomedical and Molecular Science</td>
<td>MICR 461</td>
<td>3.0</td>
<td>Advanced Immunology</td>
<td>(MICR 360/3.0 with a minimum grade of A-) and (Level 4 and registration in the LISC Major or Specialization Plan) and (a GPA of 2.5)</td>
<td>None.</td>
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<td>Prerequisite</td>
<td>Biomedical and Molecular Science</td>
<td>NSCI 401</td>
<td>3.0</td>
<td>Introduction to Theoretical Neuroscience</td>
<td>STAT 263/3.0; STAT 267/3.0; STAT 367/4.0; COMM 162/3.0; ECON 250/3.0; PSYC 202/3.0; SOC 211/3.0; BIO 243/3.0; CHE 250/3.0; GPHY 247/3.0; KMPH 251/3.0; POLS 263/3.0; NURS 323/3.0 and Level 4 in a LISC Maj or Spec Plan and (a GPA of 2.5)</td>
<td>Minimum 4th year (Level 4) standing, registration in a LISC/BiMC Major or SSP, a GPA of 2.5, and one of (ANAT 312/3.0, NSCI 322/3.0, NSCI 323/3.0, NSCI 324/3.0, ANAT 312/3.0).</td>
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<td>Prerequisite</td>
<td>Biomedical and Molecular Science</td>
<td>NSCI 403</td>
<td>3.0</td>
<td>Introduction to Neuroimaging</td>
<td>Level 4 and (registration in a LISC Major or Specialization Plan) and (a GPA of 2.5) and one of (NSCI 323/3.0 or NSCI 324/3.0 or ANAT 312/3.0 or PSYC 271/3.0 or PSYC 370/3.0)</td>
<td>None.</td>
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<td>Prerequisite</td>
<td>Biomedical and Molecular Science</td>
<td>NSCI 422</td>
<td>3.0</td>
<td>Cellular and Molecular Neuroscience</td>
<td>A grade of B in NSCI 232/3.0 (Level 4 and registration in the LISC Major or Specialization Plan) and (a GPA of 2.5)</td>
<td>None.</td>
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<td>Prerequisite</td>
<td>Biomedical and Molecular Science</td>
<td>NSCI 429</td>
<td>3.0</td>
<td>Disorders of the Nervous System</td>
<td>NSCI 322/3.0 or NSCI 323/3.0 or NSCI 324/3.0 and ANAT 312/3.0 and Level 4 and (registration in a LISC Major or Specialization Plan) and (a GPA of 2.5)</td>
<td>Minimum 4th year (Level 4) standing, registration in a LISC/BiMC Major or SSP, a GPA of 2.5, and one of (ANAT 322/3.0, NSCI 322/3.0, NSCI 323/3.0, NSCI 324/3.0, ANAT 312/3.0).</td>
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<td>Prerequisite</td>
<td>Biomedical and Molecular Science</td>
<td>NSCI 433</td>
<td>3.0</td>
<td>Cellular Elements of the Nervous System: Responses to Injury and Disease</td>
<td>NSCI 323/3.0 (Level 4 and registration in the LISC Major or Specialization Plan) and (a GPA of 2.5)</td>
<td>Minimum 4th year (Level 4) standing, registration in a LISC/BiMC Major or SSP, a GPA of 2.5, and one of (ANAT 323/3.0, NSCI 323/3.0, NSCI 324/3.0, ANAT 312/3.0).</td>
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<td>Prerequisite</td>
<td>Biomedical and Molecular Science</td>
<td>NSCI 444</td>
<td>3.0</td>
<td>Controversies in Neuroscience</td>
<td>NSCI 322/3.0 or NSCI 323/3.0 or NSCI 324/3.0 and ANAT 312/3.0 and Level 4 and (registration in a LISC Major or Specialization Plan) and (a GPA of 2.5)</td>
<td>Minimum 4th year (Level 4) standing, registration in a LISC/BiMC Major or SSP, a GPA of 2.5, and one of (ANAT 322/3.0, NSCI 322/3.0, NSCI 323/3.0, NSCI 324/3.0, ANAT 312/3.0).</td>
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# COURSE REVISIONS

## Department of Biomedical and Molecular Science – Continued (3)

<table>
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<tr>
<th>Revision Type(s)</th>
<th>Dept.</th>
<th>Course Subject</th>
<th>Course Catalogue Number</th>
<th>Course Units</th>
<th>Existing Course Title</th>
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<th>Existing Corequisite</th>
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<th>Existing Exclusion</th>
<th>New Exclusion</th>
<th>Existing Equivalency</th>
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<tr>
<td>Prerequisite</td>
<td>Biomedical and Molecular Science</td>
<td>PATH</td>
<td>425</td>
<td>3.0</td>
<td>Current Topics in Human Genetics (BIOOL 205/3.0 or PATH 310/3.0 or permission of the course coordinator and Level 4 and registration in a LISC Major or Specialization Plan and (a GPA of 2.5).</td>
<td>Minimum 4th year (Level 4) standing, registration in a LISC/BHSc Major or SSP, a GPA of 2.5, and a minimum grade of B in one of (BIOOL 205/3.0; PATH 310/3.0).</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
<td>BIOL 441/3.0.</td>
<td>N/A (Keep as is)</td>
<td>None.</td>
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<td>Prerequisite</td>
<td>Biomedical and Molecular Science</td>
<td>PATH</td>
<td>430</td>
<td>3.0</td>
<td>The Molecular Basis of Disease PATH 310/3.0 and Level 4 and (registration in a LISC Major or Specialization Plan and (a GPA of 2.5).</td>
<td>Minimum 4th year (Level 4) standing, registration in a LISC/BHSc Major or SSP, a GPA of 2.5, and PATH 310/3.0.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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<td>N/A (Keep as is)</td>
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<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Biomedical and Molecular Science</td>
<td>PHGY</td>
<td>424</td>
<td>3.0</td>
<td>Ion Channels of Excitable Cells Level 4 and registration in a LISC Major or Specialization Plan and a GPA of 2.5 and a minimum grade of C in one of (PHGY 215/3.0; PHGY 216/3.0; or PHGY 216/3.0; or PHGY 214/3.0)</td>
<td>Minimum 4th year (Level 4) standing, registration in a LISC/BHSc Major or SSP, a GPA of 2.5, and a minimum grade of B in one of (PHGY 215/3.0; PHGY 216/3.0; PHGY 214/3.0).</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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## COURSE REVISIONS

### DAN School of Drama and Music (4)

<table>
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<th>Revision Type(s)</th>
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<th>Course Catalogue Number</th>
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<th>Existing Prerequisite</th>
<th>New Prerequisite</th>
<th>Existing Corequisite</th>
<th>New Corequisite</th>
<th>Existing Exclusion</th>
<th>New Exclusion</th>
<th>Existing Equivalency</th>
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<tr>
<td>Prerequisite</td>
<td>DAN School of Drama and Music</td>
<td>DRAM</td>
<td>306</td>
<td>3.0</td>
<td>Canadian Drama Drama and Its Performance in Canada</td>
<td>A study of plays and performance in Canada, concentrating on works since the 1960s. Attention will be paid to experiments by companies and individual playwrights. Texts will be read in English.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
<td>None.</td>
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### Equivalency

- **(Remove existing Exclusion)**
## COURSE REVISIONS

### DAN School of Drama and Music – Continued (5)

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<th>Existing Equivalency</th>
<th>New Equivalency</th>
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### Prerequisite

#### Exclusion

- **DAN School of Drama and Music**
  - **DRAM 339**
    - **3.0**
    - Special Topics/Performance II
    - Level 3 or above and registration in a COCA, DRAM, STSC/MAPP, MUSC or MUTH Plan and a (minimum grade of a B- in DRAM 237/3.0) and (3.0 units from DRAM 238/3.0, DRAM 239/3.0, DRAM 273/3.0).

#### Revision

- **New Prerequisite**
  - None
  - N/A
  - A maximum of 6.0 units from DRAM 331/3.0; DRAM 332/3.0; DRAM 335/3.0; DRAM 339/3.0; STSC 306/3.0.

- **New Corequisite**
  - None.
  - (Remove existing Exclusion)

- **New Exclusion**
  - None.
  - N/A
  - (Keep as is)

- **New Equivalency**
  - A maximum of 6.0 units from DRAM 331/3.0; DRAM 332/3.0; DRAM 335/3.0; DRAM 339/3.0; STSC 306/3.0.

### Learning Hours

<table>
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<th>Revision Type(s)</th>
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<th>Course Units</th>
<th>Course Title</th>
<th>Existing Learning Hours</th>
<th>New Learning Hours</th>
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### Learning Hours

- **DAN School of Drama and Music**
  - **MUSC 156**
    - **3.0**
    - Introduction to Digital Audio Recording, Editing, and Mixing
    - 120 (24L;24O;72P)
    - 120 (24L;24O;72P)

- **DAN School of Drama and Music**
  - **MUSC 240**
    - **3.0**
    - Music of Video Games
    - 120 (18L;42O;60P)
    - 120 (18L;42O;60P)

### Course Title

- **DAN School of Drama and Music**
  - **MUSC 120**
    - **6.0**
    - Applied Study I to IV (Performance)
    - Applied Study I (Advanced Performance)
    - Applied Study I (Adv. Perf.)
    - NOTE Open only to students who have demonstrated a considerably higher level of performance ability than the minimum required for BMUS admission.

- **DAN School of Drama and Music**
  - **MUSC 121**
    - **6.0**
    - Applied Study I to IV (Performance)
    - Applied Study I (Advanced Performance)
    - Applied Study I (Adv. Perf.)
    - NOTE Open only to students who have demonstrated a considerably higher level of performance ability than the minimum required for BMUS admission.

- **DAN School of Drama and Music**
  - **MUSC 124**
    - **6.0**
    - Applied Study I to IV (Performance)
    - Applied Study I (Advanced Performance)
    - Applied Study I (Adv. Perf.)
    - NOTE Open only to students who have demonstrated a considerably higher level of performance ability than the minimum required for BMUS admission.

- **DAN School of Drama and Music**
  - **MUSC 125**
    - **6.0**
    - Applied Study I to IV (Performance)
    - Applied Study I (Advanced Performance)
    - Applied Study I (Adv. Perf.)
    - NOTE Open only to students who have demonstrated a considerably higher level of performance ability than the minimum required for BMUS admission.

### Course Notes

- **DAN School of Drama and Music**
  - **MUSC 120**
    - Permission of the School.
    - Registration in the MUSC Specialization and permission of the School.

- **DAN School of Drama and Music**
  - **MUSC 121**
    - Permission of the School.
    - Registration in the MUSC Specialization and permission of the School.

- **DAN School of Drama and Music**
  - **MUSC 124**
    - Permission of the School.
    - Registration in the MUSC Specialization and permission of the School.

- **DAN School of Drama and Music**
  - **MUSC 125**
    - Permission of the School.
    - Registration in the MUSC Specialization and permission of the School.

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<table>
<thead>
<tr>
<th>Revision Type(s)</th>
<th>Dept.</th>
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<th>Course Catalogue Number</th>
<th>Course Units</th>
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<td>Course Title</td>
<td>DAN School of Drama and Music</td>
<td>MUSC</td>
<td>124</td>
<td>6.0</td>
<td>Applied Music I to IV</td>
<td>Applied Music I</td>
<td>Private instrumental or vocal instruction for non-B.Mus. students. Auditions required.</td>
<td>Private instrumental or vocal instruction for non-MUSIC Specialization/non-MUTH students.</td>
<td>Permission of the School.</td>
<td>Registration is based on a successful audition and permission of the School. Note This course begins instruction at a level approximately equivalent to Royal Conservatory Grade 8 performance. Please contact the department for information about the audition requirements.</td>
<td>None</td>
<td>N/A</td>
<td>MUSC 120/6.0; MUSC 121/6.0; MUSC 125/6.0</td>
<td>Note This course is not available to students registered in the MUSC Specialization or MUTH Plan.</td>
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<td>Course Title</td>
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<td>MUSC</td>
<td>125</td>
<td>6.0</td>
<td>Applied Study I (Performance Recital)</td>
<td>Applied Study I (Advanced Performance Recital)</td>
<td>AppliedStudy I (AdvPerfRecital)</td>
<td>None.</td>
<td>Registration in the MUSIC Specialization and permission of the School.</td>
<td>MUSC 120/6.0</td>
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<td>MUSC 121/6.0</td>
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<tr>
<td>Exclusion</td>
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<tr>
<td>Course Title</td>
<td>DAN School of Drama and Music</td>
<td>MUSC</td>
<td>220</td>
<td>6.0</td>
<td>Applied Study II (Performance)</td>
<td>Applied Study II (Advanced Performance)</td>
<td>AppliedStudy II (AdvPerf)</td>
<td>NOTE Students who do not hold the prerequisite may audition for admission to this course. They must obtain a grade of A in the jury examination component of MUSC 121 or MUSC 124 and receive recommendation of the jury.</td>
<td>NOTE Accompanist fee – wind, brass, string, and voice students. NOTE B.Mus. students who receive a recommendation from their area coordinators and jury panel and a minimum grade of A in the jury examination component of MUSC 121 may apply to audition for this course. Auditions take place in early September and successful students are then registered in MUSC 220 and MUSC 225 by the DAN School. An audition does not guarantee acceptance into this course. All decisions are final.</td>
<td>MUSC 225/6.0</td>
<td>N/A</td>
<td>MUSC 222/6.0</td>
<td>MUSC 221/6.0; MUSC 224/6.0</td>
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<td>Notes Exclusion</td>
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<td>Exclusion</td>
<td>DAN School of Drama and Music</td>
<td>MUSC</td>
<td>221</td>
<td>6.0</td>
<td>Applied Study II</td>
<td>MUSC 121/6.0</td>
<td>N/A</td>
<td>None.</td>
<td>N/A</td>
<td>MUSC 220/6.0; MUSC 225/6.0</td>
<td>MUSC 220/6.0; MUSC 224/6.0; MUSC 225/6.0</td>
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<td>New Transcript Title</td>
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<td>Course Title</td>
<td>DAN School of Drama and Music</td>
<td>MUSC 320 6.0</td>
<td>Applied Study III (Advanced Performance)</td>
<td>Applied Study III (Adv. Perf.)</td>
<td>NOTE Students who do not hold the prerequisite may audition for admission to this course. They must obtain a grade of A- in the jury examination component of MUSC 221 or MUSC 224 and receive recommendation of the jury.</td>
<td>NOTE Accompanist fee – wind, brass, string, and voice students.</td>
<td>A minimum grade of a B in MUSC 220/6.0 and MUSC 225/6.0.</td>
<td>MUSC 320/6.0.</td>
<td>N/A (Keep as is)</td>
<td>MUSC 325/6.0.</td>
<td>MUSC 321/6.0.</td>
<td>MUSC 324/6.0.</td>
<td>N/A (Keep as is)</td>
<td>MUSC 320/6.0; MUSC 321/6.0; MUSC 325/6.0.</td>
<td>MUSC 320/6.0; MUSC 321/6.0; MUSC 325/6.0.</td>
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<td>Course Title</td>
<td>DAN School of Drama and Music</td>
<td>MUSC 324 6.0</td>
<td>Applied Music</td>
<td>Applied Music III</td>
<td>NOTE Accompanist fee - wind, brass, string, and voice students.</td>
<td>NOTE In addition to the regular tuition fee, students are charged an additional fee ($1600 in 2022-23, but subject to change to cover the cost of private music lessons).</td>
<td>A minimum grade of a B in MUSC 220/6.0 and MUSC 225/6.0.</td>
<td>MUSC 320/6.0.</td>
<td>N/A (Keep as is)</td>
<td>MUSC 325/6.0.</td>
<td>MUSC 321/6.0.</td>
<td>MUSC 324/6.0.</td>
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<td>Course Title</td>
<td>DAN School of Drama and Music</td>
<td>MUSC 325 6.0</td>
<td>Applied Study II (Performance Recital)</td>
<td>Applied Study II (Advanced Performance Recital)</td>
<td>None.</td>
<td>A minimum grade of a B in MUSC 220/6.0 and MUSC 225/6.0.</td>
<td>MUSC 320/6.0.</td>
<td>N/A (Keep as is)</td>
<td>MUSC 321/6.0.</td>
<td>MUSC 324/6.0.</td>
<td>MUSC 321/6.0.</td>
<td>MUSC 324/6.0.</td>
<td>MUSC 321/6.0.</td>
<td>MUSC 324/6.0.</td>
<td>MUSC 320/6.0; MUSC 321/6.0; MUSC 325/6.0.</td>
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## COURSE REVISIONS

**DAN School of Drama and Music – Continued (5)**

### Revision Type(s)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Notes</th>
<th>Dept. Subject</th>
<th>Course Catalogue Number</th>
<th>Course Units</th>
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<th>New Prerequisite</th>
<th>Existing Prerequisite</th>
<th>New Corequisite</th>
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<th>Decisions are final</th>
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<td><strong>Course Title</strong></td>
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<td><strong>Dept. Subject</strong></td>
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<td><strong>Course Units</strong></td>
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<td><strong>New Transcript Title</strong></td>
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<td><strong>New Prerequisite</strong></td>
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<td><strong>New Corequisite</strong></td>
<td><strong>Existing Corequisite</strong></td>
<td><strong>New Exclusion</strong></td>
<td><strong>Existing Exclusion</strong></td>
<td><strong>New Exclusion/Enrolment Block</strong></td>
<td><strong>Decisions are final</strong></td>
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<td><strong>Drama School of Drama and Music</strong></td>
<td><strong>MUSC 420/6.0</strong></td>
<td><strong>Applied Study IV (Advanced Performance)</strong></td>
<td><strong>Applied Study IV (Advanced Performance)</strong></td>
<td><strong>MUSC 324/6.0</strong></td>
<td><strong>Performance</strong></td>
<td><strong>MUSC 324/6.0 and permission of the School.</strong></td>
<td><strong>A minimum grade of B- in MUSC 324/6.0.</strong></td>
<td><strong>None.</strong></td>
<td><strong>MUSC 425/6.0.</strong></td>
<td><strong>N/A (Keep as is)</strong></td>
<td><strong>MUSC 420/6.0; MUSC 421/6.0; MUSC 424/6.0.</strong></td>
<td><strong>N/A (Keep as is)</strong></td>
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<td><strong>Drama School of Drama and Music</strong></td>
<td><strong>MUSC 424/6.0</strong></td>
<td><strong>Applied Music IV</strong></td>
<td><strong>Applied Music IV</strong></td>
<td><strong>MUSC 324/6.0</strong></td>
<td><strong>Performance Recital</strong></td>
<td><strong>Applied Study IV (Advanced Performance Recital)</strong></td>
<td><strong>A minimum grade of a B in MUSC 320/6.0 and MUSC 324/6.0.</strong></td>
<td><strong>None.</strong></td>
<td><strong>N/A (Keep as is)</strong></td>
<td><strong>MUSC 420/6.0; MUSC 421/6.0; MUSC 424/6.0.</strong></td>
<td><strong>Note This course is not available to students registered in the MUSC Specialization or MUTH Plan.</strong></td>
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<td><strong>Drama School of Drama and Music</strong></td>
<td><strong>MUSC 425/6.0</strong></td>
<td><strong>Applied Study IV (Advanced Performance Recital)</strong></td>
<td><strong>Applied Study IV (Advanced Performance Recital)</strong></td>
<td><strong>MUSC 324/6.0</strong></td>
<td><strong>Performance Recital</strong></td>
<td><strong>Applied Study IV (Advanced Performance Recital)</strong></td>
<td><strong>A minimum grade of a B in MUSC 320/6.0 and MUSC 324/6.0.</strong></td>
<td><strong>None.</strong></td>
<td><strong>N/A (Keep as is)</strong></td>
<td><strong>MUSC 420/6.0; MUSC 421/6.0; MUSC 424/6.0.</strong></td>
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### Courses Descriptions

**Western Art Music: Crusades to Colonialism**

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.

**MUTH 110/3.0**

An examination of the styles, genres, composers, and contexts of Western art music between ca. 1000 and 1800 CE. Exploring the historical and historiographical trajectory of Western music in global and colonial context, we will continue to build skills to critically analyze musical works and connect their production with social and cultural contexts.

**MUSC 191/3.0**

Students will study the styles and meanings of Western art music from the Romantic period to that of the 21st Century. In addition to understanding this music’s beauty and power, we will also examine the ways that narratives of Western art music from this period are imbued with racism, sexism, ableism, and classism.
### COURSE REVISIONS

#### DAN School of Drama and Music – Continued (1)

<table>
<thead>
<tr>
<th>Revision Type(s)</th>
<th>Dept.</th>
<th>Course Subject</th>
<th>Course Catalogue Number</th>
<th>Course Units</th>
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<th>New Corequisite</th>
<th>Existing Exclusion</th>
<th>New Exclusion</th>
<th>New Equivalency</th>
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<tr>
<td>Prerequisite</td>
<td>DAN</td>
<td>School of Drama and Music</td>
<td>MUSC 271</td>
<td>3.0</td>
<td>Introduction to Hip Hop</td>
<td>Level 2 or above.</td>
<td>Level 2 or above or registration in the MUTH plan.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
<td>MUSC 245/3.0 (Topic Title: Introduction to Hip Hop - Winter 2021).</td>
<td>N/A (Keep as is)</td>
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### COURSE REVISIONS

#### Department of English (6)

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<th>New Prerequisite</th>
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<tr>
<td>Prerequisite</td>
<td>English</td>
<td>ENGL 235</td>
<td>3.0</td>
<td>Life Writing</td>
<td>ENGL 100/6.0.</td>
<td>Level 2 or above or (6.0 units in ENGL).</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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<td>N/A (Keep as is)</td>
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<tr>
<td>Prerequisite</td>
<td>English</td>
<td>ENGL 251</td>
<td>3.0</td>
<td>Authors in Context: Special Topics I</td>
<td>ENGL 100/6.0.</td>
<td>Level 2 or above or (6.0 units in ENGL).</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>English</td>
<td>ENGL 259</td>
<td>3.0</td>
<td>Global Shakespeare</td>
<td>ENGL 100/6.0.</td>
<td>Level 2 or above or (6.0 units in ENGL).</td>
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<td>Prerequisite</td>
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<td>ENGL 284</td>
<td>3.0</td>
<td>Issues and Themes in Canadian Literature I</td>
<td>ENGL 100/6.0.</td>
<td>Level 2 or above or (6.0 units in ENGL).</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>English</td>
<td>ENGL 285</td>
<td>3.0</td>
<td>Issues and Themes in Canadian Literature II</td>
<td>ENGL 100/6.0.</td>
<td>Level 2 or above or (6.0 units in ENGL).</td>
<td>None.</td>
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<td>Prerequisite</td>
<td>English</td>
<td>ENGL 294</td>
<td>3.0</td>
<td>Cultural Studies: Theory into Practice</td>
<td>ENGL 100/6.0.</td>
<td>Level 2 or above or (6.0 units in ENGL).</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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<td>N/A (Keep as is)</td>
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### COURSE REVISIONS

#### Department of Film and Media (2)

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<th>Course Units</th>
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<th>New Transcript Title</th>
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<th>New Transcript Title</th>
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<tr>
<td>Course Notes</td>
<td>Film and Media</td>
<td>FILM</td>
<td>1AW 2AW 3AW 4AW 5AW</td>
<td>Varies (1.5, 3.0, 6.0)</td>
<td>Priority will be given to students registered in...</td>
<td>None.</td>
<td>(Remove all priority/preference enrolment Notes on all applicable FILM courses)</td>
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### Prerequisite: FILM 206/3.0.

### Course Title: Screenwriting

**Catalogue Number:** FILM 312

**Units:** 3.0

**Department:** Film and Media

**Description:**

Registration in a FILM, MAPP, or COFI plan (FILM 110/6.0 and permission of the Department).

**Existing Corequisite:** None.

**New Corequisite:** None.

**Existing Exclusion:** None.

**New Exclusion:** None.

**Existing Equivalency:** None.

**New Equivalency:** None.
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<th>Course Units</th>
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<th>Existing Corequisite</th>
<th>New Corequisite</th>
<th>Existing Exclusion</th>
<th>New Exclusion</th>
<th>Existing Equivalency</th>
<th>New Equivalency</th>
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<tr>
<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM 316 3.0</td>
<td>Video Games and Culture</td>
<td>FILM 110/6.0 or FILM 236/3.0 or FILM 240/3.0 or FILM 260/3.0.</td>
<td>None. N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM 317 3.0</td>
<td>Art as Technology</td>
<td>Registration in a FILM Plan, STSC/MAPP, or COCA Specialization and 12.0 units in FILM or permission of the Department.</td>
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<td>FILM 320 3.0</td>
<td>Media and the Arts</td>
<td>Registration in a FILM Plan, STSC/MAPP or COCA Specialization and 12.0 units in FILM or (FILM 236/3.0; FILM 240/3.0; FILM 260/3.0).</td>
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<td>Prerequisite</td>
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<td>FILM 324 3.0</td>
<td>Canadian Film and Media: Documentary/Experimental/Animation</td>
<td>Registration in a FILM Plan, STSC/MAPP, or COCA Specialization) and 12.0 units in FILM.</td>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM 325 3.0</td>
<td>Cinemas in Canada: Anglo-Canadians/Quebecois(e)/Indigenous</td>
<td>Registration in a FILM Plan, STSC/MAPP, or COCA Specialization) and 12.0 units in FILM.</td>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM 330 3.0</td>
<td>Gender and Media</td>
<td>Registration in a FILM Plan, STSC/MAPP or COCA Specialization and 12.0 units in FILM or (Level 3 or above and registration in a GNDS Plan and [GNDS 120/3.0 and GNDS 125/3.0]) or permission of the Department.</td>
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<td>FILM 331 3.0</td>
<td>Women and Film</td>
<td>Registration in a FILM Plan, STSC/MAPP or COCA Specialization and 12.0 units in FILM or (Level 3 or above and registration in a GNDS Plan and GNDS 120/3.0 and GNDS 125/3.0).</td>
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<td>FILM 332 3.0</td>
<td>Queer Cinemas</td>
<td>Registration in a FILM Plan, STSC/MAPP or COCA Specialization and 12.0 units in FILM or (Level 3 or above and registration in a GNDS Plan and GNDS 120/3.0 and GNDS 125/3.0).</td>
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<td>None. N/A (Keep as is)</td>
<td>None. N/A (Keep as is)</td>
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<tr>
<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM 333 3.0</td>
<td>Culture and Technology</td>
<td>(Level 3 or above and registration in a FILM Plan, STSC/MAPP, or COCA Specialization) and 12.0 units in FILM.</td>
<td>None. N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM 334 3.0</td>
<td>Film and Politics</td>
<td>Registration in a FILM Plan, STSC/MAPP, or COCA Specialization) and 12.0 units in FILM.</td>
<td>None. N/A (Keep as is)</td>
<td>None. N/A (Keep as is)</td>
<td>None. N/A (Keep as is)</td>
<td>None. N/A (Keep as is)</td>
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<tr>
<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM 335 3.0</td>
<td>Cinema and the City</td>
<td>Registration in a FILM Plan, STSC/MAPP, or COCA Specialization and 12.0 units in FILM or (Level 3 or above and registration in a GPHY Plan and GPHY 101/3.0 and GPHY 227/3.0 and GPHY 229/3.0).</td>
<td>None. N/A (Keep as is)</td>
<td>None. N/A (Keep as is)</td>
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<td>None. N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM 336 3.0</td>
<td>Contemporary Issues in Cultural Studies</td>
<td>Registration in a FILM Plan, STSC/MAPP or COCA Specialization and 12.0 units in FILM or (FILM 236/3.0; FILM 240/3.0; FILM 260/3.0) or (Level 3 or above and registration in an ARTH, ARTV, DRAM or MUSC Plan).</td>
<td>None. N/A (Keep as is)</td>
<td>None. N/A (Keep as is)</td>
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<td>None. N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM 337 3.0</td>
<td>Media and Culture at the end of the 20th Century</td>
<td>Registration in a FILM Plan, STSC/MAPP or COCA Specialization and 12.0 units in FILM or (FILM 236/3.0; FILM 240/3.0; FILM 260/3.0).</td>
<td>None. N/A (Keep as is)</td>
<td>None. N/A (Keep as is)</td>
<td>None. N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM 341 3.0</td>
<td>Studies in Mass Media</td>
<td>A (minimum grade of a 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>None. N/A (Keep as is)</td>
<td>None. N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM 342 3.0</td>
<td>Studies in Alternative Media</td>
<td>A (minimum grade of a 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>None. N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM 343 3.0</td>
<td>Speculative Media Studies: Fictions, Fans, and Franchises</td>
<td>Registration in a FILM Plan, STSC/MAPP or COCA Specialization and 12.0 units in FILM or permission of the Department.</td>
<td>None. N/A (Keep as is)</td>
<td>None. N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM 345 3.0</td>
<td>Television: Structure and Function</td>
<td>Registration in a FILM Plan, STSC/MAPP, or COCA Specialization) and 12.0 units in FILM.</td>
<td>None. N/A (Keep as is)</td>
<td>None. N/A (Keep as is)</td>
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<td>Prerequisite</td>
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<td>FILM 346 3.0</td>
<td>Television and Seriality</td>
<td>Registration in a FILM Plan, STSC/MAPP, or COCA Specialization) and 12.0 units in FILM.</td>
<td>None. N/A (Keep as is)</td>
<td>None. N/A (Keep as is)</td>
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<td>Revision Type(s)</td>
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<td>Course Subject</td>
<td>Course Catalogue Number</td>
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<td>Existing Exclusion</td>
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<td>Prerequisite</td>
<td>Film</td>
<td>Media</td>
<td>FILM 350</td>
<td>3.0</td>
<td>Moving Images Archives: The Politics of Preservation and Circulation</td>
<td>Registration in a FILM Plan, STSC/MAPP, or COCA Specialization and 12.0 units in FILM.</td>
<td>Registration in a FILM, MAPP, or COFI Plan.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film</td>
<td>Media</td>
<td>FILM 377</td>
<td>3.0</td>
<td>3D Animation for Virtual and Augmented Reality</td>
<td>Level 3 or above and registration in a (FILM Major or Medial Plan, STSC/MAPP or COCA Specialization) and FILM 250/3.0.</td>
<td>Registration in a FILM Major, FILM Medial, MAPP, or COFI Plan.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film</td>
<td>Media</td>
<td>FILM 378</td>
<td>3.0</td>
<td>Computational Cinema</td>
<td>Registration in a FILM Plan, STSC/MAPP, or COCA Specialization and 9.0 units in FILM.</td>
<td>Registration in a FILM, MAPP, or COFI Plan.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film</td>
<td>Media</td>
<td>FILM 381</td>
<td>3.0</td>
<td>Audience Reception</td>
<td>(Registration in a FILM plan, STSC, MAPP or COCA Specialization and 12 units in FILM) or (FILM 236/3.0; FILM 240/3.0; FILM 260/3.0).</td>
<td>(Registration in a FILM, MAPP, or COFI Plan) or (FILM 236/3.0 or FILM 240/3.0 or FILM 260/3.0).</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film</td>
<td>Media</td>
<td>FILM 387</td>
<td>3.0</td>
<td>Cinematography and Visual Aesthetics</td>
<td>Registration in a (FILM Major or Medial Plan, STSC/MAPP or COCA Specialization) and FILM 250/3.0 and 9.0 units in FILM.</td>
<td>Registration in a FILM Major, FILM Medial, MAPP, or COFI Plan and FILM 250/3.0.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film</td>
<td>Media</td>
<td>FILM 388</td>
<td>3.0</td>
<td>Indigenous Film &amp; Media</td>
<td>Level 3 or above and registration in a FILM Plan, STSC/MAPP, or COCA Specialization) or (DEVS 221/3.0 and DEVS 222/3.0) or (FILM 236/3.0 and FILM 240/3.0).</td>
<td>Level 3 or above.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film</td>
<td>Media</td>
<td>FILM 394</td>
<td>3.0</td>
<td>Post-Production</td>
<td>Level 3 or above and registration in a (FILM Major or Medial Plan, STSC/MAPP or COCA Specialization) and FILM 250/3.0.</td>
<td>Registration in a FILM Major, FILM Medial, MAPP, or COFI Plan.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film</td>
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<td>FILM 395</td>
<td>3.0</td>
<td>Internship</td>
<td>Registration in a (FILM Plan, STSC/MAPP or COCA Specialization) and 12.0 units in FILM and permission of the Department.</td>
<td>Registration in a FILM, MAPP, or COFI Plan and permission of the Department.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film</td>
<td>Media</td>
<td>FILM 400</td>
<td>3.0</td>
<td>Special Topics in Film, Media, and Cultural Studies</td>
<td>(Registration in a FILM Plan, STSC/MAPP or COCA Specialization and 30.0 units in FILM) or permission of the Department.</td>
<td>Registration in a FILM, MAPP, or COFI Plan.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film</td>
<td>Media</td>
<td>FILM 416</td>
<td>3.0</td>
<td>Material Media Studies: Things, Ecologies, Affeclts</td>
<td>(Registration in a FILM Plan, STSC/MAPP or COCA Specialization and 30.0 units in FILM) or permission of the Department.</td>
<td>Registration in a FILM, MAPP, or COFI Plan.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film</td>
<td>Media</td>
<td>FILM 420</td>
<td>3.0</td>
<td>Special Topic: Advanced Approaches to Media Studies</td>
<td>(Registration in a FILM Plan, STSC/MAPP or COCA Specialization and 30.0 units in FILM) or permission of the Department.</td>
<td>Registration in a FILM, MAPP, or COFI Plan.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film</td>
<td>Media</td>
<td>FILM 422</td>
<td>3.0</td>
<td>Canadian Cinema: Special Topic</td>
<td>(Registration in a FILM Plan, STSC/MAPP or COCA Specialization and 30.0 units in FILM) or permission of the Department.</td>
<td>Registration in a FILM, MAPP, or COFI Plan.</td>
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<td>Prerequisite</td>
<td>Film</td>
<td>Media</td>
<td>FILM 425</td>
<td>3.0</td>
<td>Advanced Film Criticism</td>
<td>(Registration in a FILM Plan, STSC/MAPP or COCA Specialization and 30.0 units in FILM) or permission of the Department.</td>
<td>Registration in a FILM, MAPP, or COFI Plan.</td>
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<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film</td>
<td>Media</td>
<td>FILM 445</td>
<td>3.0</td>
<td>Narrative Film: Special Topic</td>
<td>(Registration in a FILM Plan, STSC/MAPP or COCA Specialization and 30.0 units in FILM) or permission of the Department.</td>
<td>Registration in a FILM, MAPP, or COFI Plan.</td>
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<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film</td>
<td>Media</td>
<td>FILM 447</td>
<td>3.0</td>
<td>Festival Spaces: Local Markets, Global Circulation</td>
<td>(Registration in a FILM Plan, STSC/MAPP or COCA Specialization and 30.0 units in FILM) or permission of the Department.</td>
<td>Registration in a FILM, MAPP, or COFI Plan.</td>
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<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film</td>
<td>Media</td>
<td>FILM 450</td>
<td>3.0</td>
<td>The Business of Media</td>
<td>Level 4 or above and registration in a (FILM Major or Medial Plan, STSC/MAPP or COCA Specialization).</td>
<td>Registration in a FILM Major, FILM Medial, MAPP, or COFI Plan.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film</td>
<td>Media</td>
<td>FILM 451</td>
<td>3.0</td>
<td>Production: Special Topic</td>
<td>Level 4 or above and registration in a (FILM Major or Medial Plan, STSC/MAPP or COCA Specialization).</td>
<td>Registration in a FILM, MAPP, or COFI Plan.</td>
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<td>Prerequisite</td>
<td>Film</td>
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<td>FILM 455</td>
<td>3.0</td>
<td>Cross-Platform Storytelling</td>
<td>(Registration in a FILM Plan, STSC/MAPP or COCA Specialization and 30.0 units in FILM) or permission of the Department.</td>
<td>Registration in a FILM, MAPP, or COFI Plan.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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<td>Revision Type(s)</td>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM</td>
<td>456</td>
<td>3.0</td>
<td>The Video Essay</td>
<td>Registration in a FILM Plan, STSC/MAPP or COCA Specialization and 30.0 units in FILM) or permission of the Department.</td>
<td>Registration in a FILM, MAPP, or CDFI Plan.</td>
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<td>Prerequisite</td>
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<td>FILM</td>
<td>459</td>
<td>3.0</td>
<td>Film and Media Practicum</td>
<td>Level 4 or above and registration in a [FILM Major or Medial Plan, STSC/MAPP, or COCA Specialization] and FILM 250/3.0 or permission of the Department.</td>
<td>Registration in a FILM Major, FILM Medial, MAPP, or CDFI Plan and FILM 250/3.0.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
<td>FILM 457/1.5; FILM 458/2.5</td>
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<td>Film and Media</td>
<td>FILM</td>
<td>460</td>
<td>3.0</td>
<td>Major Project</td>
<td>Registration in FILM Major and 30.0 units in FILM) or permission of the Department.</td>
<td>(Level 4 or above and registration in the FILM Major Plan) or permission of the Department.</td>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM</td>
<td>476</td>
<td>3.0</td>
<td>Social Documentary in Latin America</td>
<td>Level 4 or above and registration in a FILM Plan, STSC/MAPP, or COCA Specialization) or permission of the Department.</td>
<td>Registration in a FILM, MAPP, or CDFI Plan.</td>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM</td>
<td>477</td>
<td>3.0</td>
<td>Black Aesthetics and Politics in Media: Studies in Race, Culture, and Art</td>
<td>Level 4 or above and registration in a FILM Plan, STSC/MAPP, or COCA Specialization) or permission of the Department.</td>
<td>Registration in a FILM, MAPP, or CDFI Plan.</td>
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<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM</td>
<td>500</td>
<td>6.0</td>
<td>Honours Thesis</td>
<td>Level 4 or above and registration in a [FILM Major or Medial Plan, STSC/MAPP or COCA Specialization] and permission of the Department.</td>
<td>Registration in a FILM, MAPP, or CDFI Plan and permission of the Department.</td>
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<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
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<td>501</td>
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<td>Honours Thesis</td>
<td>Level 4 or above and registration in a [FILM Major or Medial Plan, STSC/MAPP or COCA Specialization] and permission of the Department.</td>
<td>Registration in a FILM, MAPP, or CDFI Plan and permission of the Department.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM</td>
<td>510</td>
<td>6.0</td>
<td>Directed Studies</td>
<td>Level 4 or above and registration in a [FILM Major or Medial Plan, STSC/MAPP or COCA Specialization] and permission of the Department.</td>
<td>Registration in a FILM, MAPP, or CDFI Plan and permission of the Department.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM</td>
<td>511</td>
<td>3.0</td>
<td>Directed Studies</td>
<td>[Registration in FILM Major or Medial Plan, STSC/MAPP or COCA Specialization and 30.0 units in FILM) or permission of the Department/School.</td>
<td>Registration in a FILM, MAPP, or CDFI Plan and permission of the Department.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>MAPP</td>
<td>200</td>
<td>3.0</td>
<td>Media and Performance I</td>
<td>[Level 2 or above and registration in a COCA, DRAM, FILM, MAPP, MUSC, or MUTH Plan) or permission of the Department/School.</td>
<td>Registration in a MAPP, FILM, DRAM, MUSC, or MUTH plan.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>MAPP</td>
<td>300</td>
<td>3.0</td>
<td>Media and Performance II</td>
<td>MAPP 300/3.0 or (level 3 or above and registration in a COCA, DRAM, FILM, MAPP, MUSC or MUTH plan) or permission of the Department/School.</td>
<td>Registration in a MAPP, FILM, DRAM, MUSC, or MUTH plan.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>MAPP</td>
<td>311</td>
<td>3.0</td>
<td>Sound Production</td>
<td>Level 3 or above.</td>
<td>Registration in a MAPP, FILM, DRAM, MUSC, or MUTH plan.</td>
<td>None.</td>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>MAPP</td>
<td>395</td>
<td>3.0</td>
<td>Internship</td>
<td>[Level 3 or above and registration in the MAPP Specialization Plan) and permission of the MAPP Undergraduate Chair.</td>
<td>Registration in the MAPP Specialization and permission of the Department.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
<td>DRAM 395/1.5; FILM 395/3.0; MUSC 395/3.0; MUTH 395/3.0; MUTH 396/6.0</td>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>MAPP</td>
<td>400</td>
<td>6.0</td>
<td>Media and Performance Major Project</td>
<td>[MAPP 300/3.0 or STSC 339/3.0] or permission of the Department/School.</td>
<td>Registration in a MAPP, FILM, DRAM, MUSC, or MUTH plan and MAPP 300/3.0.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
<td>IDS 410/3.0</td>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>MAPP</td>
<td>493</td>
<td>3.0</td>
<td>Visual Music</td>
<td>Level 3 or above and registration in a [STSC/MAPP or COCA Specialization or a DRAM, FILM, MEDIA, MUSC or MUTH plan].</td>
<td>Registration in a MAPP, FILM, DRAM, MUSC, or MUTH plan.</td>
<td>None.</td>
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### COURSE REVISIONS

Department of Film and Media – Continued (6)

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<th>Revision Type(s)</th>
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<td><strong>Course Notes</strong></td>
<td>Film and Media</td>
<td>FILM</td>
<td>250</td>
<td>3.0</td>
<td>Fundamentals of Media Production</td>
<td>NOTE Students may enroll in no more than one production course per academic year: FILM 250; FILM 351; FILM 352; FILM 353; FILM 355; FILM 356; FILM 365; FILM 375; FILM 385; FILM 410; FILM 451.</td>
<td>None. (Remove existing NOTE)</td>
<td>Registration in a FILM Major or Medial Plan, STSC/MAPP, or COCA Specialization.</td>
<td>Registration in a FILM Major, FILM Medial, MAPP, or COFI Plan.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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<td><strong>Course Notes</strong></td>
<td>Film and Media</td>
<td>FILM</td>
<td>352</td>
<td>3.0</td>
<td>Production: Issues of Form and Structure</td>
<td>NOTE Students may enroll in no more than one production course per academic year: FILM 250; FILM 351; FILM 352; FILM 353; FILM 355; FILM 356; FILM 365; FILM 375; FILM 385; FILM 410; FILM 451.</td>
<td>None. (Remove existing NOTE)</td>
<td>Registration in a FILM Major or Medial Plan, STSC/MAPP or COCA Specialization) and FILM 250/3.0 and a minimum of 6.0 units in FILM.</td>
<td>Registration in a FILM Major, FILM Medial, MAPP, or COFI Plan and FILM 250/3.0.</td>
<td>None.</td>
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<td><strong>Course Notes</strong></td>
<td>Film and Media</td>
<td>FILM</td>
<td>368</td>
<td>3.0</td>
<td>Animation Theory and Criticism</td>
<td>NOTE This course and all other 300-level production courses are reserved for 3rd and 4th year students who have completed the required prerequisites.</td>
<td>None. (Remove existing NOTE)</td>
<td>Level 3 or above and registration in a (FILM Major or Medial Plan, STSC/MAPP or COCA Specialization) and FILM 250/3.0.</td>
<td>Registration in a FILM, MAPP, or COFI Plan.</td>
<td>None.</td>
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<td><strong>Course Notes</strong></td>
<td>Film and Media</td>
<td>FILM</td>
<td>391</td>
<td>3.0</td>
<td>Advanced Open Media Production</td>
<td>NOTE This course is reserved for 3rd and 4th year students who have completed the required prerequisites. Offering Faculty: Faculty of Arts and Science</td>
<td>None. (Remove existing NOTE)</td>
<td>Level 3 or above and registration in a FILM Major or Medial Plan, STSC/MAPP, or COCA Specialization and (FILM 356/3.0 or FILM 390/3.0 or FILM 392/3.0).</td>
<td>Registration in a FILM Major, FILM Medial, MAPP, or COFI Plan and (FILM 356/3.0 or FILM 390/3.0 or FILM 392/3.0).</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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<td>FILM</td>
<td>393</td>
<td>3.0</td>
<td>Advanced Video Production</td>
<td>NOTE This course is reserved for 3rd and 4th year students who have completed the required prerequisites.</td>
<td>None. (Remove existing NOTE)</td>
<td>Level 3 or above and registration in a (FILM Major or Medial Plan, STSC/MAPP or COCA Specialization) and FILM 392/3.0.</td>
<td>Registration in a FILM Major, FILM Medial, MAPP, or COFI Plan and FILM 392/3.0.</td>
<td>None.</td>
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### COURSE EXCLUSION

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<td><strong>Course Notes</strong></td>
<td>Film and Media</td>
<td>FILM</td>
<td>351</td>
<td>3.0</td>
<td>Documentary Production</td>
<td>NOTE Students may enroll in no more than one production course per academic year: FILM 250; FILM 351; FILM 352; FILM 353; FILM 355; FILM 356; FILM 365; FILM 375; FILM 385; FILM 410; FILM 451.</td>
<td>None. (Remove existing NOTE)</td>
<td>Registration in a (FILM Major or Medial Plan, STSC/MAPP or COCA Specialization) and FILM 250 and a minimum of 6.0 units in FILM.</td>
<td>Registration in a FILM Major, FILM Medial, MAPP, or COFI Plan and FILM 250/3.0.</td>
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## COURSE REVISIONS

### Department of Film and Media – Continued (7)

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<tr>
<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM 206</td>
<td>3.0</td>
<td>Research and Writing, and Presentation Methods</td>
<td>Research and Writing Methods for Film and Media</td>
<td>Research and Writing Methods</td>
<td>A (minimum grade of a 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 WSC 100X/3.0 and FILM 104/3.0.</td>
<td>Registration in a FILM, MAPP, or COFI plan or (FILM 110/6.0 and permission of the Department).</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
<td>FILM 207/3.0.</td>
<td>N/A (Keep as is)</td>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM 318</td>
<td>3.0</td>
<td>Screen Curatorial Practices</td>
<td>Curating Media Practices</td>
<td>Registration in a (FILM Plan, STSC/MAPP, or COCA Specialization) and 12.0 units in FILM.</td>
<td>Registration in a FILM, MAPP, or COFI Plan.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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### Animation: Disney to Ghibli

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.

<table>
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<tr>
<th>Revision Type(s)</th>
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<th>Course Subject</th>
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<th>Course Units</th>
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<tr>
<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM 220</td>
<td>3.0</td>
<td>Disney Pixar DreamWorks</td>
<td>Animated Feature Films from Disney to Ghibli</td>
<td>Animation: Disney to Ghibli</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>None.</td>
<td>N/A (Keep as is)</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
<td>None.</td>
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### Advertising and Consumer Culture

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.

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<tr>
<th>Revision Type(s)</th>
<th>Dept.</th>
<th>Course Subject</th>
<th>Course Catalogue Number</th>
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<tr>
<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM 340</td>
<td>3.0</td>
<td>Advertising and Consumer Culture</td>
<td></td>
<td></td>
<td></td>
<td>(Registration in a FILM Plan, STSC/MAPP or COCA Specialization and 12.0 units in FILM: FILM 236/3.0; FILM 240/3.0 or FILM 260/3.0 or COMM 131/3.0 or COMM 231/3.0 or PSYC 342/3.0).</td>
<td>(Registration in a FILM, MAPP, or COFI Plan) or (FILM 236/3.0 or FILM 240/3.0 or FILM 260/3.0) or (3.0 units from COMM 131/3.0 or COMM 231/3.0 or PSYC 342/3.0).</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
<td>None.</td>
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### The Documentary Tradition

This course examines advertising strategies across a range of different media to understand the construction and functions of consumer culture and everyday life. Throughout the course, we consider a range of theoretical approaches and case studies to study the ways consumer culture intersects with identity, citizenship, and aesthetics. Assignments include online and/or on-campus exams, online discussion forums, participation requirement, short reflective essays, and some creative design work.

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<th>Revision Type(s)</th>
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<th>Course Units</th>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM 360</td>
<td>3.0</td>
<td>The Documentary Tradition</td>
<td>Registration in a (FILM Plan, STSC/MAPP or COCA Specialization) and 12.0 units in FILM.</td>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM 370</td>
<td>3.0</td>
<td>The Experimental Tradition</td>
<td>Registration in a (FILM Plan, STSC/MAPP or COCA Specialization) and 12.0 units in FILM.</td>
<td>Registration in a FILM, MAPP, or COFI Plan.</td>
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<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM 415</td>
<td>3.0</td>
<td>Contemporary Theory: Special Topic</td>
<td>Registration in a (FILM Plan, STSC/MAPP or COCA Specialization and 30.0 units in FILM) or permission of the Department.</td>
<td>Registration in a FILM, MAPP, or COFI Plan.</td>
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### COURSE REVISIONS

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<td>Prerequisite Exclusion</td>
<td>Film and Media</td>
<td>FILM 430</td>
<td>3.0</td>
<td>Authorship: Special Topic</td>
<td>(Registration in a FILM Plan, STSC/MAPP or COCA Specialization and 30.0 units in FILM or permission of the Department.)</td>
<td>Registration in a FILM, MAAPP, or COFI Plan.</td>
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<td>FLM 40D/3.0</td>
<td>Topic Title: Authorship - 2014 and onward.</td>
<td>None.</td>
<td>(Remove existing Exclusion)</td>
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<td>Prerequisite Exclusion</td>
<td>Film and Media</td>
<td>FILM 415</td>
<td>3.0</td>
<td>Culture and Representation: Special Topic I</td>
<td>(Registration in a FILM Plan, STSC/MAPP or COCA Specialization and 30.0 units in FILM or permission of the Department.)</td>
<td>Registration in a FILM, MAAPP, or COFI Plan.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
<td>FLM 40D/3.0</td>
<td>Topic Title: Culture and Representation - 2014 and onward.</td>
<td>None.</td>
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<td>Prerequisite Exclusion</td>
<td>Film and Media</td>
<td>FILM 440</td>
<td>3.0</td>
<td>Non-narrative Film: Special Topic</td>
<td>(Registration in a FILM Plan, STSC/MAPP or COCA Specialization and 30.0 units in FILM or permission of the Department.)</td>
<td>Registration in a FILM, MAAPP, or COFI Plan.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
<td>FLM 40D/3.0</td>
<td>Topic Title: Narrative Film - 2014 and onward.</td>
<td>None.</td>
<td>(Remove existing Exclusion)</td>
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### Course Description

| Revision Type(s) | Dept. | Course Subject | Course Catalogue Number | Course Units | Existing Course Title | Existing Course Description | New Course Description | Existing Course Notes | New Course Notes | Existing Prerequisite | New Prerequisite | New Corequisite | Existing Corequisite | New Exclusion | Existing Equivalency | New Equivalency |
|------------------|-------|----------------|-------------------------|--------------|-----------------------|---------------------------|------------------------|----------------------|---------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Course Description | Film and Media | FILM 356 | 3.0 | Animation Production | A combined study of the history and theory of film animation with the production of animated films. Requirements will include both research essays as well as the conceptualization and production of an animated film. | A combined study of the theory of film animation with animation production techniques. Requirements will include the production of short animation exercises. | None. | N/A (Keep as is) | Level 3 or above and registration in a FILM Major or Medial Plan, STSC/MAPP or COCA Specialization and FILM 430. | Registration in a FILM Major, FILM Medial, MAAPP, or COFI Plan. | None. | N/A (Keep as is) | None. | N/A (Keep as is) |

### Course Notes

**Prerequisite:**

**Corequisite:**

**Exclusion:**

**Equivalency:**

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**Revision Type(s):**

- Prerequisite Exclusion
- Course Description
- Course Notes
- Prerequisite

**Dept.:**

- Film and Media

**Course Subject:**

- FILM

**Course Catalogue Number:**

- 356

**Course Units:**

- 3.0

**Existing Course Title:**

- Animation Production

**Existing Course Description:**

- A combined study of the history and theory of film animation with the production of animated films. Requirements will include both research essays as well as the conceptualization and production of an animated film.

**New Course Description:**

- A combined study of the theory of film animation with animation production techniques. Requirements will include the production of short animation exercises.

**Existing Course Notes:**

- None.

**New Course Notes:**

- None. (Remove existing NOTE)

**Existing Prerequisite:**

- Registration in a FILM, MAAPP, or COFI Plan.

**New Prerequisite:**

- None. (Keep as is)
### COURSE REVISIONS

#### Department of Film and Media – Continued (3)

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<tr>
<td>Course Description</td>
<td>Film and Media</td>
<td>FILM 392</td>
<td>3.0</td>
<td>Video Production</td>
<td>FILM 369 Advanced Animation Production</td>
<td>Advanced Animation Production</td>
<td>This course covers a variety of advanced animation techniques and allows students to explore physical materials and digital tools. Students create a finished work to be exhibited publicly at the end of the semester.</td>
<td>This course covers a variety of advanced animation techniques and allows students to explore physical materials and digital tools. Students create a finished work to be exhibited publicly at the end of the semester.</td>
<td>None. (Remove existing NOTE)</td>
<td>Level 3 or above and registration in a FILM Major or COCA Specialization and FILM 356/3.0 (Level 3 or above and registration in a FILM Major or COCA Specialization and FILM 356/3.0) or permission of the Department.</td>
<td>Registration in a FILM Major, FILM Medial, MAPP, or COFI Plan and FILM 250/3.0.</td>
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<tr>
<td>Prerequisite</td>
<td>Film and Media</td>
<td>FILM 389</td>
<td>3.0</td>
<td>The Music Video</td>
<td>FILM 389 The Music Video</td>
<td>The Music Video</td>
<td>Music videos are an intersection of visual art, music, and television which can speak to the politics, technology, and art of a given time and place. A survey of music videos, and related pop cultural phenomenons from the 1950s to the present will help students appreciate the broader cultural impact of the music video, beyond its promotional function.</td>
<td>Music videos can speak to the politics, technology, and art of a given time and place. A survey of music videos and related pop cultural phenomenons from the 1950s to the present will help students appreciate the broader cultural impact of the music video.</td>
<td>None.</td>
<td>Registration in a FILM Plan, STSC/MAPP or COCA Specialization and 12.0 units in FILM or permission of the Department.</td>
<td>Registration in a FILM, MAPP, or COFI Plan.</td>
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</tr>
<tr>
<td>Course Title</td>
<td>Film and Media</td>
<td>FILM 369</td>
<td>3.0</td>
<td>Advanced Animation Production</td>
<td>FILM 369 Advanced Animation Production</td>
<td>Advanced Animation Production</td>
<td>This course covers a variety of advanced animation techniques and allows students to explore physical materials and digital tools. Students create a finished work to be exhibited publicly at the end of the semester.</td>
<td>This course covers a variety of advanced animation techniques and allows students to explore physical materials and digital tools. Students create a finished work to be exhibited publicly at the end of the semester.</td>
<td>None. (Remove existing NOTE)</td>
<td>Level 3 or above and registration in a FILM Major or Medical Plan, STSC/MAPP or COCA Specialization and FILM 356/3.0 (Level 3 or above and registration in a FILM Major or Medical Plan, STSC/MAPP or COCA Specialization and FILM 356/3.0) or permission of the Department.</td>
<td>Registration in a FILM Major, FILM Medial, MAPP, or COFI Plan and FILM 250/3.0.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
</tr>
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</tr>
<tr>
<td>Course Notes</td>
<td>Film and Media</td>
<td>FILM 369</td>
<td>3.0</td>
<td>Advanced Animation Production</td>
<td>FILM 369 Advanced Animation Production</td>
<td>Advanced Animation Production</td>
<td>This course covers a variety of advanced animation techniques and allows students to explore physical materials and digital tools. Students create a finished work to be exhibited publicly at the end of the semester.</td>
<td>This course covers a variety of advanced animation techniques and allows students to explore physical materials and digital tools. Students create a finished work to be exhibited publicly at the end of the semester.</td>
<td>None. (Remove existing NOTE)</td>
<td>Level 3 or above and registration in a FILM Major or Medical Plan, STSC/MAPP or COCA Specialization and FILM 356/3.0 (Level 3 or above and registration in a FILM Major or Medical Plan, STSC/MAPP or COCA Specialization and FILM 356/3.0) or permission of the Department.</td>
<td>Registration in a FILM Major, FILM Medial, MAPP, or COFI Plan and FILM 250/3.0.</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
<td>None.</td>
<td>N/A (Keep as is)</td>
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</tbody>
</table>
### COURSE REVISIONS

**Department of Film and Media – Continued (2)**

<table>
<thead>
<tr>
<th>Revision Type(s)</th>
<th>Dept.</th>
<th>Course Subject</th>
<th>Course Catalogue Number</th>
<th>Existing Course Units</th>
<th>Existing Course Title</th>
<th>Existing Course Description</th>
<th>New Course Description</th>
<th>Existing Prerequisite</th>
<th>New Prerequisite</th>
<th>Existing Exclusion</th>
<th>New Exclusion</th>
<th>Existing Equivalency</th>
<th>New Equivalency</th>
<th>Existing Learning Hours</th>
<th>New Learning Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Units</td>
<td>Film and Media</td>
<td>FILM</td>
<td>457</td>
<td>1.5</td>
<td>3.0</td>
<td>Film and Media Practicum I</td>
<td>This course enables students to complete 50 hours of industry-focused practical experience, combined with various hands-on production opportunities or short work placements.</td>
<td>This course enables students to complete 100 hours of industry-focused practical experience, combined with various hands-on production opportunities or short work placements.</td>
<td>Registration in a FILM Plan, STSC/MAPP or COCA Specialization and FILM 250/3.0 and 24.0 units in FILM or permission of the Department.</td>
<td>Registration in a FILM Major, FILM Media, MAPP, or CDH Plan and a minimum grade of a B+ in FILM 250/3.0 and a minimum cumulative GPA of 3.0 or higher.</td>
<td>None.</td>
<td>N/A</td>
<td>54 (18L;12Lb;24P)</td>
<td>108 (18L;18Lb;18Pc;18O;36P)</td>
<td></td>
</tr>
</tbody>
</table>

Note: Film 457/3.0 will change from 'graded' to 'pass/fail'.

<table>
<thead>
<tr>
<th>Revision Type(s)</th>
<th>Dept.</th>
<th>Course Subject</th>
<th>Course Catalogue Number</th>
<th>Existing Course Units</th>
<th>Existing Course Title</th>
<th>Existing Course Description</th>
<th>New Course Description</th>
<th>Existing Prerequisite</th>
<th>New Prerequisite</th>
<th>Existing Exclusion</th>
<th>New Exclusion</th>
<th>Existing Equivalency</th>
<th>New Equivalency</th>
<th>Existing Learning Hours</th>
<th>New Learning Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Units</td>
<td>Film and Media</td>
<td>FILM</td>
<td>458</td>
<td>1.5</td>
<td>3.0</td>
<td>Film and Media Practicum II</td>
<td>This advanced course enables students to complete 50 hours of industry-focused practical experience, combined with various hands-on production opportunities or short work placements, building on previous experience in FILM 457.</td>
<td>This advanced course enables students to complete 100 hours of industry-focused practical experience, combined with various hands-on production opportunities or short work placements, building on previous experience in FILM 457.</td>
<td>Registration in a FILM Plan, STSC/MAPP or COCA Specialization and FILM 250/3.0 and 24.0 units in FILM.</td>
<td>A maximum of 3.0 units from FILM 415/3.0, FILM 457/3.0, FILM 458/3.0.</td>
<td>None.</td>
<td>N/A</td>
<td>54 (18L;12Lb;24P)</td>
<td>108 (18L;18Lb;18Pc;18O;36P)</td>
<td></td>
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</table>

Note: Film 458/3.0 will change from 'graded' to 'pass/fail'.

### COURSE REVISIONS

**Department of Global Development Studies (3)**

<table>
<thead>
<tr>
<th>Revision Type(s)</th>
<th>Dept.</th>
<th>Course Subject</th>
<th>Course Catalogue Number</th>
<th>Existing Course Units</th>
<th>Course Title</th>
<th>Existing Learning Hours</th>
<th>New Learning Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Hours</td>
<td>DEVS</td>
<td>101</td>
<td>3.0</td>
<td>Development Studies in Global Perspective</td>
<td>120 (18L;18T;84P)</td>
<td>120 (185;18a0;84P)</td>
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</tr>
<tr>
<td>Learning Hours</td>
<td>DEVS</td>
<td>102</td>
<td>3.0</td>
<td>Canada in the World</td>
<td>120 (18L;18T;84P)</td>
<td>120 (185;18a0;84P)</td>
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</tr>
<tr>
<td>Learning Hours</td>
<td>DEVS</td>
<td>250</td>
<td>3.0</td>
<td>Environmental Transformations</td>
<td>120 (18L;18G;84P)</td>
<td>120 (187;18a0;84P)</td>
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</tr>
</tbody>
</table>
### COURSE REVISIONS
Department of History (4)

<table>
<thead>
<tr>
<th>Revision Type(s)</th>
<th>Dept.</th>
<th>Course Subject</th>
<th>Course Catalogue Number</th>
<th>Existing Course Units</th>
<th>New Course Units</th>
<th>Existing Course Title</th>
<th>New Learning Hours</th>
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<tbody>
<tr>
<td>Course Units</td>
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<tr>
<td>Learning Hours</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>HIST</td>
<td>420</td>
<td>9.0</td>
<td></td>
<td>6.0</td>
<td>Culture and Society in Cold War America</td>
<td>360 (72S;288P)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>288 (72S;216P)</td>
</tr>
</tbody>
</table>

Note: This entry is a correction to the unit and learning hour changes listed on Minor Report # 1 – March 25th, 2022.

<table>
<thead>
<tr>
<th>Revision Type(s)</th>
<th>Dept.</th>
<th>Course Subject</th>
<th>Course Catalogue Number</th>
<th>Existing Course Units</th>
<th>New Course Units</th>
<th>Existing Course Title</th>
<th>New Learning Hours</th>
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<tr>
<td>History</td>
<td>HIST</td>
<td>425</td>
<td>9.0</td>
<td></td>
<td>6.0</td>
<td>Black Experience in Canada</td>
<td>360 (72S;288P)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>144 (36S;108P)</td>
</tr>
</tbody>
</table>

Note: This entry is a correction to the unit and learning hour changes listed on Minor Report # 1 – March 25th, 2022.

<table>
<thead>
<tr>
<th>Revision Type(s)</th>
<th>Dept.</th>
<th>Course Subject</th>
<th>Course Catalogue Number</th>
<th>Existing Course Units</th>
<th>New Course Units</th>
<th>Existing Course Title</th>
<th>New Learning Hours</th>
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<td>Course Units</td>
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<td>Learning Hours</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>HIST</td>
<td>459</td>
<td>9.0</td>
<td></td>
<td>6.0</td>
<td>Thematic topics in the history of the societies and cultures of the Mediterranean region during the medieval era. These can include comparative and cross-cultural studies of society, economy, religion and political formations across the Latin West, Byzantium, and the Islamic World.</td>
<td>360 (72S;288P)</td>
</tr>
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<td></td>
<td>An exploration of approaches to ‘community’ and ‘society’ in British thought and culture from the late 18th to the early 20th century. Topics include industrialization, political rights, imperial expansion, colonization, and emigration, which transformed the landscape in which Britishness was articulated, contested, and transformed.</td>
<td>288 (72S;216P)</td>
</tr>
</tbody>
</table>

Note: This entry is a correction to the unit and learning hour changes listed on Minor Report # 1 – March 25th, 2022.

<table>
<thead>
<tr>
<th>Revision Type(s)</th>
<th>Dept.</th>
<th>Course Subject</th>
<th>Course Catalogue Number</th>
<th>Existing Course Units</th>
<th>New Course Units</th>
<th>Existing Course Title</th>
<th>New Learning Hours</th>
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</tr>
<tr>
<td>History</td>
<td>HIST</td>
<td>476</td>
<td>9.0</td>
<td></td>
<td>6.0</td>
<td>Canada at War</td>
<td>360 (72S;288P)</td>
</tr>
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<td>144 (36S;108P)</td>
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Note: This entry is a correction to the unit and learning hour changes listed on Minor Report # 1 – March 25th, 2022.

### COURSE REVISIONS
Department of Philosophy (2)

<table>
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<tr>
<th>Revision Type(s)</th>
<th>Dept.</th>
<th>Course Subject</th>
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<th>New Course Units</th>
<th>Existing Course Title</th>
<th>New Learning Hours</th>
</tr>
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<tbody>
<tr>
<td>Exclusion</td>
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<tr>
<td>Philosophy</td>
<td>PHIL</td>
<td>224</td>
<td>3.0</td>
<td></td>
<td></td>
<td>Africana Philosophy I</td>
<td>360 (72S;288P)</td>
</tr>
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<td></td>
<td>N/A [Keep as is]</td>
<td>288 (72S;216P)</td>
</tr>
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Note: This entry is a correction to the exclusions included on Minor Report # 2 – April 22nd, 2022.

<table>
<thead>
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<th>Existing Course Title</th>
<th>New Learning Hours</th>
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<tr>
<td>Exclusion</td>
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<tr>
<td>Philosophy</td>
<td>PHIL</td>
<td>324</td>
<td>3.0</td>
<td></td>
<td></td>
<td>Africana Philosophy II</td>
<td>360 (72S;288P)</td>
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<td></td>
<td></td>
<td>N/A [Keep as is]</td>
<td>288 (72S;216P)</td>
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</table>

Note: This entry is a correction to the exclusions included on Minor Report # 2 – April 22nd, 2022.
## COURSE REVISIONS
Department of Psychology (3)

<table>
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<tr>
<th>Revision Type(s)</th>
<th>Dept.</th>
<th>Course Subject</th>
<th>Course Catalogue Number</th>
<th>Course Units</th>
<th>Course Title</th>
<th>Existing Learning Hours</th>
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<tbody>
<tr>
<td>Learning Hours</td>
<td>Psychology</td>
<td>PSYC</td>
<td>325</td>
<td>3.0</td>
<td>Cognitive Neuroscience</td>
<td>120 (36L;84P)</td>
<td>120 (18L;18aO;84P)</td>
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<td>Learning Hours</td>
<td>Psychology</td>
<td>PSYC</td>
<td>337</td>
<td>3.0</td>
<td>Advanced Child Clinical Psychology</td>
<td>130 (36L;10O;84P)</td>
<td>120 (18L;18aO;84P)</td>
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<td>Learning Hours</td>
<td>Psychology</td>
<td>PSYC</td>
<td>438</td>
<td>3.0</td>
<td>Self-Injury and Suicide</td>
<td>120 (6L;18S;6O;6c;75P)</td>
<td>120 (18S;30aO;72P)</td>
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## DEGREE PLAN REVISIONS
Department of Languages, Literatures and Cultures (1)

<table>
<thead>
<tr>
<th>Revision Type(s)</th>
<th>Dept.</th>
<th>Degree Plan Code(s)</th>
<th>Course List</th>
<th>Existing Course List</th>
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<tbody>
<tr>
<td>Course List</td>
<td>Languages, Literatures and Cultures</td>
<td>INDG-M-BAH</td>
<td>ANSH 101/3.0; ANSH 102/3.0; ARTH 248/3.0; ARTH 272/3.0; ARTH 372/3.0; ARTH 434/3.0; ARTH 438/3.0; BICS 319/3.0; DEVS 357/3.0; DEVS 480/6.0; ECON 244/3.0; ENGL 218/3.0; ENGL 287/3.0; ENGL 389/6.0; ENGL 480/6.0; ENGL 481/3.0; ENGL 482/3.0; FILM 388/3.0; FREN 350/3.0; GDS 211/3.0; GDS 340/3.0; GDS 432/3.0; GPHY 308/3.0; INUK 101/3.0; INUK 102/3.0; LAW 202/3.0; LLCU 101/3.0; LLCU 102/3.0; LLCU 270/3.0; MOHK 101/3.0; MOHK 102/3.0; MOHK 103/3.0; MOHK 104/3.0; MOHK 201/3.0; PCOL 320/3.0; RELS 227/3.0;</td>
<td>ANSH 101/3.0; ANSH 102/3.0; ARTH 248/3.0; ARTH 272/3.0; ARTH 372/3.0; ARTH 434/3.0; ARTH 438/3.0; BICS 319/3.0; DEVS 357/3.0; DEVS 480/6.0; ECON 244/3.0; ENGL 218/3.0; ENGL 287/3.0; ENGL 389/6.0; ENGL 480/6.0; ENGL 481/3.0; ENGL 482/3.0; FILM 388/3.0; FREN 350/3.0; GDS 211/3.0; GDS 340/3.0; GDS 432/3.0; GPHY 308/3.0; INUK 101/3.0; INUK 102/3.0; LAW 202/3.0; LLCU 101/3.0; LLCU 102/3.0; LLCU 270/3.0; MOHK 101/3.0; MOHK 102/3.0; MOHK 103/3.0; MOHK 104/3.0; MOHK 201/3.0; PCOL 320/3.0; RELS 227/3.0;</td>
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</table>

Courses Removed: ARTH 370/3.0; DRAM 303/3.0; ENGL 480/3.0; HIST 207/3.0.
### COURSE ADDITIONS

<table>
<thead>
<tr>
<th>Dept. Subject</th>
<th>Course Catalogue Number/Units</th>
<th>New Course Title</th>
<th>Transcript Title</th>
<th>New Course Description</th>
<th>Topics</th>
<th>New Course Notes</th>
<th>New Prerequisite</th>
<th>New Corequisite</th>
<th>New Exclusion</th>
<th>New Equivalency</th>
<th>Intended Learning Outcomes/Hours</th>
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<tbody>
<tr>
<td>Bader College (formerly Bader International Study Centre)</td>
<td>BADR 100 3.0</td>
<td>Thinking Locally</td>
<td>Thinking Locally</td>
<td>This introductory course provides first-year students with a selection of key skills and theories from across a number of disciplines (Film and Media, Geography, History, Sociology) that will allow them to engage with their further studies and their role in a globalised environment with confidence, intelligence and ambition.</td>
<td>No</td>
<td>None.</td>
<td>Level 1 or above.</td>
<td>None.</td>
<td>FILM 106/3.0; GPHY 101/3.0.</td>
<td>BISC 100/3.0.</td>
<td>152.4 (14.4L;125.6P;64;42Oc;72P).</td>
</tr>
<tr>
<td>Bader College (formerly Bader International Study Centre)</td>
<td>BADR 101 3.0</td>
<td>Acting Globally</td>
<td>Acting Globally</td>
<td>This is an introductory course, complementing and extending BADR 100, focused on skills and approaches from a number of disciplines (Film and Media, Geography, History, and Sociology). Academic skills will be honed by centering on centrifugal forces of mobility, exchange and action. Processes such as warring, colonizing, trading, connecting and leading are highlighted.</td>
<td>No</td>
<td>None.</td>
<td>Level 1 or above.</td>
<td>None.</td>
<td>None.</td>
<td>None.</td>
<td>BISC 101/3.0.</td>
</tr>
<tr>
<td>Bader College (formerly Bader International Study Centre)</td>
<td>BADR 200 3.0</td>
<td>Creativity and Activism in a Postcolonial World</td>
<td>Post-Col. Creative Activism</td>
<td>In this course students will work collectively to investigate creative and activist responses to colonialism and its long aftermath. The course uses case studies from several locations and students will become confident in using cultural theory to analyze how colonialism permeates many aspects of these countries' lives.</td>
<td>No</td>
<td>NOTE BADR 200 will be offered in person at, and synchronous remotely from Bader College (formerly the BISC), Herstmonceux, UK.</td>
<td>Level 2 or above</td>
<td>BADR 100/3.0.</td>
<td>None.</td>
<td>None.</td>
<td>BISC 200/3.0.</td>
</tr>
<tr>
<td>Bader College (formerly Bader International Study Centre)</td>
<td>BADR 300 3.0</td>
<td>Dynamic Collaboration in a Global Environment</td>
<td>Dynamic Global Collaboration</td>
<td>Academic and professional collaboration is now increasingly taking place in a global environment. This course highlights the opportunities and challenges of global collaboration with the objective of teaching students key skills for successful collaborative work using inquiry-based group research projects.</td>
<td>No</td>
<td>NOTE BADR 300 will be delivered from Bader College (formerly the BISC) Herstmonceux, UK as a synchronous remote offering.</td>
<td>Level 3 or above</td>
<td>BADR 100/3.0 and BADR 101/3.0 or BADR 200/3.0.</td>
<td>None.</td>
<td>None.</td>
<td>BISC 300/3.0.</td>
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</table>

Course Subject change due to the renaming of the Bader International Study Centre (BISC) to Bader College (BADR). BADR 100 is the exact same course as BISC 100.

### COURSE DELETIONS

<table>
<thead>
<tr>
<th>Dept. Subject</th>
<th>Course Catalogue Number/Units</th>
<th>Existing Course/Transcript Title</th>
<th>Existing Course Description</th>
<th>Existing Prerequisite</th>
<th>Existing Corequisite</th>
<th>Existing Exclusion</th>
<th>Existing Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bader College</td>
<td>BISC 100 3.0</td>
<td>Thinking Locally</td>
<td>This introductory course provides first-year students with a selection of key skills and theories from across a number of disciplines (Film and Media, Geography, History, Sociology) that will allow them to engage with their further studies and their role in a globalised environment with confidence, intelligence and ambition.</td>
<td>Level 1 or above.</td>
<td>None.</td>
<td>FILM 106/3.0; GPHY 101/3.0.</td>
<td>None.</td>
</tr>
<tr>
<td>Bader College</td>
<td>BISC 101 3.0</td>
<td>Acting Globally</td>
<td>This is an introductory course, complementing and extending BISC 100, focused on skills and approaches from a number of disciplines (Film and Media, Geography, History, and Sociology). Academic skills will be honed by centering on centrifugal forces of mobility, exchange and action. Processes such as warring, colonizing, trading, connecting and leading are highlighted.</td>
<td>Level 1 or above.</td>
<td>None.</td>
<td>None.</td>
<td>None.</td>
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<tr>
<td>Bader College</td>
<td>BISC 200 3.0</td>
<td>Creativity and Activism in a Postcolonial World</td>
<td>This course will work collectively to investigate creative and activist responses to colonialism and its long aftermath. The course uses case studies from several locations and students will become confident in using cultural theory to analyze how colonialism permeates many aspects of these countries' lives.</td>
<td>Level 2 or above or BISC 100/3.0.</td>
<td>None.</td>
<td>None.</td>
<td>None.</td>
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<tr>
<td>Bader College</td>
<td>BISC 300 3.0</td>
<td>Dynamic Collaboration in a Global Environment</td>
<td>Academic and professional collaboration is now increasingly taking place in a global environment. This course highlights the opportunities and challenges of global collaboration with the objective of teaching students key skills for successful collaborative work using inquiry-based group research projects.</td>
<td>Level 3 or above or (BISC 100/3.0 and BISC 101/3.0) or BISC 200/3.0.</td>
<td>None.</td>
<td>None.</td>
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## DEGREE PLAN REVISIONS

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<th>Degree Plan Code(s)</th>
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<td>Course List</td>
<td>Film and Media</td>
<td>MAPP-P-BAH</td>
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<td>Courses Removed: FILM 389/3.0; FILM 410/3.0.</td>
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Note: This entry is a correction to the course list changes included on Omnibus Report # 5 – March 25th, 2022.

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<td>MAPP-P-BAH</td>
<td>Film and Media MAPP_History_Media_Culture_Options</td>
<td>DRAM 200/6.0; DRAM 371/3.0; FILM 216/3.0; FILM 217/3.0; FILM 218/3.0; FILM 316/3.0; FILM 317/3.0; FILM 324/3.0; FILM 330/3.0; FILM 332/3.0; FILM 338/3.0; FILM 342/3.0; FILM 378/3.0; FILM 388/3.0; FILM 389/3.0; FILM 476/3.0; FILM 477/3.0; MUTH 110/3.0; MUTH 111/3.0; MUSC 171/3.0; MUSC 210/3.0; MUSC 211/3.0.</td>
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<td>Courses Removed: DRAM 271/3.0.</td>
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Note: This entry is a correction to the course list changes included on Omnibus Report # 5 – March 25th, 2022.
Academic Regulation 1: Academic Integrity

1.1 Introduction

1.1.1 Integrity in Action
Refer to Queen's University Academic Integrity Procedures section 2.1

1.2 Departures from Academic Integrity
Refer to Queen's University Academic Integrity Procedures section 2.2 and 2.2.1

1.2.1 Plagiarism
Refer to Queen's University Academic Integrity Procedures section 2.2.2

1.2.2 Contract Cheating
Refer to Queen's University Academic Integrity Procedures section 2.2.3

1.2.3 Use of Unauthorized Materials
Refer to Queen's University Academic Integrity Procedures section 2.2.4

1.2.4 Falsification
Refer to Queen's University Academic Integrity Procedures section 2.2.5

1.2.5 Forgery/Use of forged materials
Refer to Queen's University Academic Integrity Procedures section 2.2.6

1.2.6 Facilitation
Refer to Queen's University Academic Integrity Procedures section 2.2.7

1.2.7 Unauthorized Use of Intellectual Property
Refer to Queen's University Academic Integrity Procedures section 2.2.8

1.2.8 Unauthorized Collaboration
Refer to Queen's University Academic Integrity Procedures section 2.2.9

1.2.9 Failure to Abide by Academic Rules
Refer to Queen's University Academic Integrity Procedures section 2.2.10
1.3 Processes for Investigation of Departures from Academic Integrity

1.3.1 Review of Documents
Refer to Queen’s University Academic Integrity Procedures section 3.1

1.3.2 Engaging with the Student
Refer to Queen’s University Academic Integrity Procedures section 3.2

1.3.2.1 Submission of a Final Grade
If an investigation is initiated near the end of the class or otherwise cannot be resolved prior to the grade submission deadline, the instructor should assign a Grade Deferred (GD) to hold the final grade in abeyance until the investigation process has been concluded. Once the investigation is concluded, the instructor must submit a change of grade.

1.3.3 Deciding the Finding or Dismissal
Refer to Queen’s University Academic Integrity Procedures section 3.3

1.3.4 Deciding the Remedy or the Sanction
Refer to Queen’s University Academic Integrity Procedures section 3.4

1.3.4.1 Factors to Consider
Refer to Queen’s University Academic Integrity Procedures section 3.4.1

1.3.4.2 Range of Remedies and Sanctions that may be Imposed by the Instructor
The remedy or sanction should reflect the extent and gravity of the departure from academic integrity and should be consistent with the remedies or sanctions imposed in similar previous cases in the Department/Faculty/School.

The instructor may impose one or more of a range of remedies or sanctions including:

- an oral or written warning that such infractions constitute unacceptable behaviour;
- a learning experience involving rewriting or revising the original work within a stipulated period of time;
• the submission of new or other work within a stipulated period of time;
• the deduction of partial or total loss of marks for the work or exam;
• a deduction of a percentage of the final grade in the course; or
• a failing grade (down to a grade of zero) in the course.

If the penalty amounts to a failure in the class, the student may not drop the class, regardless of the drop deadlines.

If the instructor believes that the finding warrants a sanction more serious than an instructor may impose, the instructor will refer the case to the Associate Dean (Academic) (see Academic Regulation 1.3.4.4).

1.3.4.3 Categorizing the Departure
Refer to Queen's University Academic Integrity Procedures section 3.4.3

1.3.4.3.1 Level I Departures
Level I departures will not be kept in a student's main file, but in a separate special file that will only be accessed if there is a future finding. Level I materials are destroyed as of the date of the student's graduation.

Refer to Queen's University Academic Integrity Procedures section 3.4.3.1 Level 1 Considerations

1.3.4.3.2 Level II Departures
Level II departures will be kept in the student's main file in the Faculty Office. This file is kept confidential and is used for academic advising purposes. It will also be consulted where a finding has been copied to the Office of the Associate Dean (Academic). Such information may only be released as permitted or required by University procedures or regulations, or with the student's consent. These records are destroyed 10 years after the student's graduation.

Refer to Queen's University Academic Integrity Procedures section 3.4.3.2 Level II Considerations

1.3.4.4 Referral of the Case to the Associate Dean (Academic)
Refer to Queen's University Academic Integrity Procedures section 3.4.4

The steps undertaken pertaining to a sanction referral by the Associate Dean (Academic) will follow the same procedures as those for an instructor outlined in
section 1.3.2 (regarding meeting) and 1.3.4 (regarding deciding the sanction) and 1.3.5 (regarding informing the student of the decision).

1.3.4.4.1 Range of Remedies and Sanctions that may be Imposed by the Associate Dean (Academic)
Refer to Queen’s University Academic Integrity Procedures section 3.4.4.1

Appeals of the decisions of the Associate Dean (Academic) may be made to the Faculty of Arts and Science Academic Integrity and Conduct Panel as outlined in Academic Petitions and Appeals Section 2.

1.3.5 Informing the Student
Refer to Queen’s University Academic Integrity Procedures section 3.5

1.3.6 Procedures with Respect to Exchange, Letter of Permission and Collaborative Students
Refer to Queen’s University Academic Integrity Procedures section 3.6

1.4 Appeals
Information on the process of appealing an instructor’s decision to the Associate Dean (Academic) is outlined in Academic Petitions and Appeals Section 2.

1.5 Investigation of Suspected Departures from Academic Integrity by the Associate Dean (Academic)
Where possible departures from academic integrity are identified that involve more than one course, multiple related instances, or the possibility of forgery or falsification, the Associate Dean (Academic) may initiate an investigation. In addition, an instructor may request (in writing) that the Associate Dean (Academic) conduct an investigation on their behalf when such serious departures are suspected. The Associate Dean (Academic) may also undertake an investigation of a departure from academic integrity in academic matters unrelated to performance in a course.
The steps undertaken pertaining to investigation, finding, and sanctioning by the Associate Dean (Academic) will follow the same procedures as those for an instructor outlined in section 1.3
Appeals of the decisions of the Associate Dean (Academic) may be made to the Faculty of Arts and Science Academic Integrity and Conduct Panel as outlined in Academic Petitions and Appeals Section 2.
1.6 Graduation during Investigation, Appeal or Withdrawal Period
Refer to Queen's University Academic Integrity Procedures section 1.9
Academic Regulation 1: Academic Integrity

1.1 – Introduction

1.1.1 – Definition

According to the International Centre for Academic Integrity, academic integrity may be defined “as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility, and the quality of courage. From these values flow principles of behaviour that enable academic communities to translate ideals into action.” The Senate Report on Principles and Priorities notes that the educational mission of Queen’s with its emphasis on “intellectual integrity”, “freedom of inquiry and exchange of ideas” and “equal dignity of all persons” depends on an adherence to academic integrity in all its actions. In support of the concept academic integrity, students have the responsibility to familiarize themselves with the rules and regulations of the Faculty. Additional information for instructors and students and direction for appeals can be found throughout this regulation.

In accordance with the Senate Academic Integrity Policy, “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”. As a member of the International Centre for Academic Integrity (ICAI), Queen’s subscribes to its definition of academic integrity. In “The Fundamental Values of Academic Integrity (2nd Edition)”, the ICAI offers the following statements contextualizing these values:
1. **Honesty** Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.

2. **Trust** Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas, which in turn allows scholarly inquiry to reach its fullest potential.

3. **Fairness** Academic communities of integrity establish clear and transparent expectations, standards and practices to support fairness in the interactions of students, faculty, and administrators.

4. **Respect** Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honour, value and consider diverse opinions and ideas.

5. **Responsibility** Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.

6. **Courage** To develop and sustain communities of integrity, it takes more than simply believing in the fundamental values. Translating the values from talking points into action — standing up for them in the face of pressure and adversity — requires determination, commitment and courage.

The values set out in this definition are described more fully in a document produced by the ICAI titled "The Fundamental Values of Academic Integrity, Second Edition" and faculty, students and staff are encouraged to consult this document for a more detailed discussion.

1.1.1 - **Integrity in Action**

Refer to Queen's University Academic Integrity Procedures section 2.1

**QUAIP 2.1 Integrity in Action: The Core Values**

Queen's University is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge and to share the ideas and knowledge that emerge from a range of intellectual pursuits. Each core value of academic integrity, as defined in the Senate Academic Integrity Policy, gives rise to and supports the next.
Honesty appears in presenting one's own academic work, whether in the context of an examination, written assignment, laboratory or seminar presentation. It is in researching one's own work for course assignments. It is also present in faithfully reporting laboratory results even when they do not conform to an original hypothesis. Further, honesty is present in acknowledging dependence on the ideas or words of another and in distinguishing one's own ideas and thoughts from other sources.

Trust exists in an environment in which one's own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them.

Fairness appears in the proper and full acknowledgement of the contributions of collaborators in group projects and in the full participation of partners in collaborative projects.

Respect, in a general sense, is part of an intellectual community that recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas. However, "respect" appears in a very particular sense when students attend class, pay attention, contribute to discussion and submit papers on time; instructors “show respect by taking students’ ideas seriously, by recognizing them as individuals, helping them develop their ideas, providing full and honest feedback on their work, and valuing their perspectives and their goals” ("The Fundamental Values of Academic Integrity", 3rd Edition, p. 8).

Ultimately, responsibility is both personal and collective and engages students, administrators, faculty and staff in creating and maintaining a learning environment supported by and supporting academic integrity.

Courage differs from the preceding values by being more a quality or capacity of character – the capacity to act in accordance with one's values despite fear” ("The Fundamental Values of Academic Integrity", 3rd edition, p. 10). Courage is displayed by students who make choices and integrous decisions that are followed by action, even in the face of peer pressure to cheat, copy another's material, provide their own work to others to facilitate cheating, or otherwise represent themselves dishonestly. Students also display courage by acknowledging prior wrongdoing and taking proactive measures to rectify any associated negative impact.

All of these values are not merely abstract but are expressed in and reinforced by the University's policies and practices.
FAS OLD 1.1.2 – Integrity in Action

The Faculty of Arts and Science at Queen's is dedicated to creating a scholarly community free to explore a range of ideas, to build and advance knowledge and to share the ideas and knowledge that emerges from a range of intellectual pursuits. Each value gives rise to and supports the next. Honesty appears in presenting one's own work, whether in the context of an examination, written assignment, laboratory or seminar presentation. It is in researching one's own work for course assignments. It is also present in faithfully reporting laboratory results even when they do not conform to an original hypothesis. Further, honesty is present in acknowledging dependence on the ideas or words of another and in distinguishing one's own ideas and thoughts from other sources. Trust exists in an environment where one's own ideas can be expressed without fear of ridicule or fear that someone else will take credit for them. Fairness appears in the proper and full acknowledgement of contributions of collaborators in group projects and in the full participation of partners in collaborative projects. Respect, in a general sense, is part of an intellectual community which "recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas." However, "respect" appears in a very particular sense when students attend class, pay attention, contribute to discussion and turn papers in on time; instructors "show respect by taking students' ideas seriously, providing full and honest feedback on their work" ("The Fundamental Values of Academic Integrity", p. 8). Ultimately, "responsibility" is both personal and collective and draws students, faculty administrators and staff into creating and maintaining a learning environment supported by and supporting academic integrity. Courage "differs from the preceding values in that it is less a value than a quality or capacity – the capacity to act in accordance with one's values despite fear" ("The Fundamental Values of Academic Integrity", p. 12). Courage is displayed by students who make choices and integrous decisions that are followed with action, even in the face of peer pressure to cheat, copy another's material, provide their own work to others to facilitate cheating, or otherwise represent themselves dishonestly. Students also display courage by acknowledging prior wrongdoing and taking proactive measures to rectify any associated negative impact. As the document further shows, these values are not just abstract but are expressed in and reinforced by policies and practices.

1.2 – Departures from Academic Integrity
Refer to Queen's University Academic Integrity Procedures section 2.2 and 2.2.1
QUAIP 2.2 Departures from Academic Integrity

As outlined in "Integrity in Action: The Core Values" (section 2.1), the six fundamental values of honesty, trust, fairness, respect, responsibility, and courage support the entire educational experience of the University. Adhering to these values in all academic work ensures the value of the degree, the integrity of the institution and the integrity of individual achievement. Contravening any of these values compromises the integrity of the student's experience in completing academic work, working with peers, and interacting with instructors.

Some examples of specific conduct and actions that may constitute departures from academic integrity are listed below. The list is not exhaustive, as other conduct and actions may also be found to be departures.

"Conduct" may include any actions or oral or written statements that may give rise to concerns about a possible departure from academic integrity, or taking steps in furtherance of a plan to engage in a departure from academic integrity.

"Work" may include essays, papers, assignments, journal entries, tests, examinations, laboratory reports or results, or any other product of academic work.

2.2.1 Departure from the Core Values of Academic Integrity

In addition to the specific types of departures from academic integrity listed below, "Departure from the Core Values of Academic Integrity" encompasses a range of conduct and infractions. Any acts that deviate from the core values of academic integrity (section 2.1) that do not fall under the specific categories listed below may be categorized under this broader heading.

In the educational context, there is, for instance, trust that students will abide by the core values of academic integrity and not violate these values or attempt to violate this trust. Therefore, attempts at plagiarism, facilitation, and other departures are as much a threat to academic integrity as submitting a plagiarized paper or working with a peer to undermine integrity. Honesty plays a role in exchanges with instructors and peers, especially in a professionalized setting, where authentic self-representation and truthfulness are essential.

Investigations and findings under this broad category will cite one or more of these six values and indicate how the activity contravenes these values and compromises the integrity of the educational experience. "The Fundamental Values of Academic
Integrity” (3rd edition) developed by the International Centre for Academic Integrity provides guidance on the meaning of these six values in relation to the educational experience.

**FAS OLD 1.2 – Departures from Academic Integrity**

In accordance with the Senate *Academic Integrity Policy*, any departure from these values compromises the “free enquiry and the free expression of ideas, both of which are basic to the University's central purpose”. The types of departures from academic integrity include, but are not limited to, the following.

**1.2.1 Plagiarism**

Refer to Queen's University Academic Integrity Procedures section 2.2.2

**QUAIP 2.2.2 Plagiarism**

Plagiarism involves presenting another’s ideas, words, or work as one’s own.

Examples: copying or using quotations or paraphrasing material from a print or other source, including the internet, without proper acknowledgement; copying another student’s work; submitting the same piece of work in more than one course without permission.

**FAS OLD 1.2.1 – Plagiarism (presenting another’s ideas or phrasings as one’s own without proper acknowledgement)**

Examples: copying and pasting from the internet, a printed source, or other resource without proper acknowledgement; copying from another student; using direct quotations or large sections of paraphrased material in an assignment without appropriate acknowledgement; submitting the same piece of work in more than one course without the permission of the instructor(s).

**1.2.2 Contract Cheating**

Refer to Queen's University Academic Integrity Procedures section 2.2.3

**QUAIP 2.2.3 Contract Cheating**

Contract cheating is a very serious form of plagiarism that involves outsourcing academic work to pay-for-profit websites or others and submitting the work as the student’s own.
Examples: purchasing a term paper or assignment to be submitted as one's own; submitting essays or assignments that have been obtained from homework sites, essay mills, tutor sites, friends, family members or classmates; hiring an exam impersonator.

[**FAS OLD does not comment on contract cheating]**

1.2.3 Use of Unauthorized Materials
Refer to Queen's University Academic Integrity Procedures section 2.2.4

QUAIP 2.2.4 Use of Unauthorized Materials

Examples: Using or possessing unauthorized written material or an electronic device with memory and/or web access such as a calculator, cell phone or smart watch that is not permitted during a test or examination; copying another student's test or examination answer; unauthorized removal of materials from a library.

FAS OLD 1.2.1 – Use of Unauthorized Materials
Examples: possessing or using unauthorized study materials or aids during a test; copying from another's test paper; using unauthorized calculator or other aids during a test; unauthorized removal of materials from the library, or deliberate concealment of library materials.

1.2.4 Falsification
Refer to Queen's University Academic Integrity Procedures section 2.2.5

QUAIP 2.2.5 Falsification

Falsification involves misrepresenting one's self, one's work or one's relation to the University.

Examples: altering transcripts or other official academic documents; impersonating someone in a test or examination; submitting take-home or other examination responses written, in whole or in part, by someone else; fabricating or falsifying laboratory or research data.

FAS OLD 1.2.1 – Falsification (misrepresentation of one's self, one's work or one's relation to the University)
Examples: altering transcripts or other official documents relating to student records; impersonating someone in an examination or test; submitting a take-
home examination written, in whole or in part, by someone else; fabricating or falsifying laboratory or research data.

1.2.5 Forgery/Use of forged materials
Refer to Queen's University Academic Integrity Procedures section 2.2.6

QUAIP 2.2.6 Forgery/Use of Forged Materials

Forgery involves creating and/or submitting counterfeit documents.

Examples: creating or causing to be created or submitting a counterfeit transcript or other official academic document; creating or submitting a counterfeit medical excuse note; altering any information on documentation provided by a third party (such as a date).

FAS OLD 1.2.1 – Forgery (submitting counterfeit documents or statements)
Example: creating a transcript or other official document.

1.2.6 Facilitation
Refer to Queen's University Academic Integrity Procedures section 2.2.7

QUAIP 2.2.7 Facilitation

Facilitation involves enabling another student's breach of academic integrity.

Examples: allowing academic work to be copied by another student for submission as that student's work; selling academic work; making information available to another student about the exam questions or possible answers during an online or take-home exam window.

FAS OLD 1.2.1 – Facilitation (enabling another's breach of academic integrity)
Examples: making information available to another student; knowingly allowing one's essay or assignment to be copied by someone else; buying or selling of term papers or assignments and submitting them as one's own for the purpose of plagiarism.

1.2.7 Unauthorized Use of Intellectual Property
Refer to Queen's University Academic Integrity Procedures section 2.2.8

QUAIP 2.2.8 Unauthorized Use of Intellectual Property
Using the intellectual property of another for academic, personal, or professional advantage without the authorization of the owner.

Examples: uploading course materials to a note-sharing website without the instructor’s permission; providing course materials to a commercial study-prep service not sanctioned by the University; distributing, publicly posting, selling or otherwise disseminating an instructor’s course materials or providing an instructor’s course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor’s express consent.

FAS OLD 1.2.1 – Intellectual Property Use of intellectual property of others for sale or profit or distribution for unfair academic, personal or professional advantage without the authorization of the owner of the material. Examples: student uploading course materials to note sharing websites without instructor’s permission; student providing course materials to commercial study prep services that have not been sanctioned by the University.

1.2.8 Unauthorized Collaboration
Refer to Queen's University Academic Integrity Procedures section 2.2.9

QUAIP 2.2.9 Unauthorized Collaboration

Unauthorized collaboration involves working with others, without the specific permission of the instructor, on academic work that will be submitted for a grade.

Examples: working with others on in-class or take-home tests, papers, or homework assignments that are meant to be completed individually; communicating with another person during an exam or about an exam during the exam window.

[**FAS OLD does not comment on unauthorized collaboration]**

1.2.9 Failure to Abide by Academic Rules
Refer to Queen's University Academic Integrity Procedures section 2.2.10

QUAIP 2.2.10 Failure to Abide by Academic Rules

Failing to abide by Faculty/School or University academic rules and regulations.

Examples: failing to follow rules imposed by course instructors, or others (for example, teaching assistants, guest or substitute instructors), regarding the preparation, writing, and submission of academic work; failing to follow rules set
out by instructors or the Exams Office in the writing of tests and examinations; failing to follow regulations governing ethics reviews; failing to comply with assigned remedies and sanctions resulting from a departure from academic integrity.

**FAS OLD 1.5 – Failure to Abide by Academic Rules**

Students must abide by all Faculty and University academic rules, including rules imposed by course instructors, or others (for example, teaching assistants, guest or substitute instructors), regarding the preparation, writing, and submission of assignments, or the writing of tests and examinations. Students must also abide by other University-wide academic regulations, such as those governing ethics reviews. For remedies or sanctions that can be assessed and procedures to be followed if a student fails to abide by academic rules, see Regulations 1.3 and 1.4.

**1.3 – Processes for Investigation of Departures from Academic Integrity**

1.3.1 Review of Documents
Refer to Queen's University Academic Integrity Procedures section 3.1

**QUAIP 3.1 Review of Documents**

3.1.1 Delegation of Investigation

In most cases, the course instructor investigates a possible departure from academic integrity and decides the finding. However, when an instructor is unable to investigate and/or decide the finding, the Department Head or Dean may delegate the responsibility to another individual with appropriate subject matter expertise.

In these Procedures, all references to an “instructor” include such a delegate.

3.1.2 Initial Collection of Evidence

To begin investigating a possible departure from academic integrity, the instructor shall assemble all documents related to the case. Such documents may include:

- the work submitted by the student for academic credit;
• the source(s) from which the work submitted by the student is apparently derived;
• instructions describing the nature of the work to be done;
• the course syllabus;
• any email between instructor and student relating to the work;
• documents alleged to be altered; and
• documents used by the instructor or the Department stating policies on departures from academic integrity.

3.1.3 Guidance for Instructors

While collecting evidence (see section 1.3), the instructor is encouraged to seek guidance from the Undergraduate Chair, Head, Director, or appropriate Department/Faculty/School delegate concerning matters relating to departures from academic integrity and, as needed, from the University’s Legal Counsel regarding the specifics of the case, or from the Office of the Ombudsperson concerning University policy and procedures more generally.

3.1.4 Dismissal of Investigation

If, after a careful review of the evidence collected during the initial collection of evidence, the instructor determines that there is insufficient evidence to continue with the investigation of a possible departure from academic integrity, the case will be dismissed. All documents related to the case must be destroyed and the student shall not be informed of the instructor’s investigation.

FAS OLD 1.4.1 – Investigation by an Instructor of Suspected Departures from Academic Integrity in a Class

1.4.1.1 – Delegation of Investigation

Normally the instructor of the class is the individual tasked with the investigation of a possible departure from academic integrity. However, in cases where the instructor is unable to initiate and/or complete the investigation, the Department Head may delegate the responsibility to another individual within the Department.

1.4.1.2 – Collection of Initial Information

To begin investigating a possible departure from academic integrity, the instructor should assemble all documents related to the case. Such documents might include:
1. the work submitted by the student for academic credit;
2. the source(s) from which the work submitted by the student is apparently derived;
3. the instructions describing the nature of the work to be done;
4. any e-mail between the instructor and the student relating to the work;
5. any other materials related to the departure; or
6. any documents used by the instructor or his or her department stating policies on departures from academic integrity.

While collecting evidence, the instructor is encouraged to seek guidance from the Undergraduate Chair, Head, or appropriate department delegate concerning matters relating to departures from academic integrity, and from the University Ombudsman concerning university policy and procedure.

When discussing possible departures from academic integrity, the instructor should ensure that the student's identity remains confidential, pending a finding of departure from academic integrity.

Should the instructor decide the evidence is insufficient to proceed with further investigation, all documents related to the matter should be destroyed and all aspects of the case considered dismissed.

Should the instructor decide the evidence merits further investigation, he or she should continue the processes outlined below.

1.3.2 Engaging with the Student
Refer to Queen's University Academic Integrity Procedures section 3.2

QUAIP 3.2 Engaging with the Student

3.2.1 Notification by the Instructor

If, after their initial collection of evidence, the instructor determines that there is sufficient evidence to continue with the investigation of a possible departure from academic integrity, the instructor must use the “Notice of Investigation of a Possible Departure from Academic Integrity” form (“the NOI”) to notify the student of the alleged departure from academic integrity. The following information shall be included in the NOI and sent by email to the student's Queen's email account:
the evidence on which the investigation is based, including all documents upon which the instructor will rely;
the possible remedies and sanctions as outlined below;
the student's right to respond to the investigation by meeting with the instructor or by providing a written response;
the student's right to have representation in any response to the investigation; and
the Faculty/School resources available for consultation and the information on the website of the Office of the University Ombudsperson about student rights and responsibilities and University policies and procedures.

The student is not entitled to receive any notes or other documents created by the instructor to aid in the investigation except as required to permit the student to understand and respond to the allegations.

3.2.2 Response from the Student

Within 10 business days of the date that the NOI was emailed to the student, the student must respond to the NOI, indicating either the wish to meet with the instructor (see section 3.2.3) or their election to provide a written response (see section 3.2.4).

3.2.3 Meeting with the Student

If the student elects to meet with the instructor, the instructor shall determine whether the meeting will be in person, by telephone, or by video/audio conference. The instructor shall ask who, if anyone, will be present at the meeting with the student.

The instructor shall schedule a meeting as soon as possible. The student has the right to know what material will be considered, and that at the meeting, the student will have the opportunity to respond to the evidence related to the alleged departure. The student is required to bring to the meeting copies of all documents on which they intend to rely in responding to the alleged departure.

At the meeting, the student may have a support person present, who may be a friend or family member, or an advisor or other professional, to provide emotional support and assistance. The support person may not be directly involved in the case, for example as a witness, and may not advocate on behalf of the student.
The instructor may also have an advisor present (typically the Undergraduate Chair or designate), who, if the instructor wishes, may take on the limited role of chairing the meeting and/or providing clarification of the procedures related to investigations of possible departures from academic integrity.

3.2.4 Written Response from the Student

If the student does not wish to meet, the student may submit a written response to the instructor no later than five business days after the student responds to the Notice of Investigation indicating their election to submit a written response. The response must include a detailed explanation of the student's case and all relevant documents in the student's possession on which they intend to rely, such as copies of earlier drafts of the work in question.

3.2.5 Final Investigative Steps

If the instructor receives new information about the alleged departure before issuing a finding, the instructor must disclose that information to the student and give them the option to respond to it, by way of a written submission, which must be submitted to the instructor no later than 5 business days after the student was informed of the new information.

If the student does not wish to attend a meeting or make any written response to the NOI, the instructor shall make a decision based on the available evidence.

FAS OLD 1.4.1.3 – Notification of Investigation

Where possible departures from academic integrity within a course are identified, the instructor must advise the student in writing. Instructors are encouraged to use the Notice of Investigation form. Completing the form supplies the student with the information required by Senate Policy, including:

1. the evidence on which the investigation is based; the possible remedies or sanctions;
2. the student's right to respond to the investigation; and
3. the student's right to have representation for any response – the instructor will inform the student of the services provided by the University Ombudsman.
While the case is under investigation, the instructor should address all matters to the student as “possible” or “apparent” departures from academic integrity. The instructor should include all documents relevant to the investigation (i.e., those gathered under Academic Regulation 1.4.1.2 above) along with the Notice of Investigation form.

1.4.1.3.1 – Delivery and Receipt of Documentation

To ensure that students receive the Notice and additional relevant materials in a timely manner, instructors should e-mail the students with the direction to pick up the materials from the program's departmental office or send these documents via password-protected e-mail to the students' Queen's e-mail account.

Within 7 days of receiving the notice of investigation, the student must make an initial response to the instructor, either to schedule a meeting or to indicate that he/she does not wish to meet and will provide a written response.

FAS OLD 1.4.1.4 – Investigation and Meeting

1.4.1.4.1 – Convening the Meeting

In most instances, the instructor will convene a meeting with the student (and his or her representative), the instructor (and his or her representative), and witnesses where appropriate, to conduct a thorough review of the evidence. Where it is decided a meeting will occur, the instructor and the student will set a mutually agreed-upon time and the instructor will notify the student of the time and location of the meeting, the right to bring a representative, and the names of those who will be present.

1.4.1.4.2 – Student’s Alternative to Attending a Meeting

If, for any reason, the student does not wish to meet in person, he or she may submit a detailed, written explanation to the instructor, along with copies of earlier drafts of the student's work, and any other relevant documentation. This written submission must be provided to the instructor within 10 days of receipt of the Notice of Investigation.

1.4.1.4.3 – Student’s Right to Review Documentation
At least 10 calendar days prior to the meeting, the student has the right to see any relevant material considered by the instructor in addition to the documents sent with the Notice of Investigation (see Academic Regulation 1.4.1.3).

1.3.2.1 – Submission of a Final Grade
If an investigation is initiated near the end of the class or otherwise cannot be resolved prior to the grade submission deadline, the instructor should assign a Grade Deferred (GD) to hold the final grade in abeyance until the investigation process has been concluded. Once the investigation is concluded, the instructor must submit a change of grade.

FAS OLD 1.4.1.3.3 – Submission of a Final Grade
If an investigation is initiated near the end of the class or otherwise cannot be resolved prior to the grade submission deadline, the instructor should assign a Grade Deferred (GD) to hold the final grade in abeyance until the investigation process has been concluded. Once the investigation is concluded, the instructor must submit a change of grade.

1.3.3 Deciding the Finding or Dismissal
Refer to Queen's University Academic Integrity Procedures section 3.3

QUAIP 3.3 Deciding the Finding or Dismissal
The instructor shall decide whether to make a finding of a departure from academic integrity or to dismiss the case based on:

At this point in the investigation, the instructor is not entitled to know about any previous departure(s) from academic integrity by the student, and any previous departure is not relevant to the finding.

- the applicable rules, regulations, policies and procedures, related to academic integrity;
- the evidence that was considered;
- the arguments made by the student; and
- their own assessment of the relative credibility and strength of the evidence.

3.3.1 Dismissal
If, after a careful review of the evidence and consideration of the response by the student, the instructor determines that a finding of departure from academic integrity is not supported, the case shall be dismissed.

The instructor must use the “Notice of Dismissal of Alleged Departure from Academic Integrity” form (“the Dismissal form”) to inform the student that the investigation has been dismissed.

The Dismissal form shall be forwarded to the Faculty/School AI Administrator to be maintained for reporting purposes only. The student shall not be identified on the form. All other documents related to the case must be destroyed.

3.3.2 Deciding the Finding of a Departure from Academic Integrity

If, after a careful review of the evidence and consideration of the response by the student, the instructor determines that there is sufficient evidence to conclude that it is more likely than not (i.e. on a “balance of probabilities”) that a departure from academic integrity occurred, the instructor must complete a “Finding of a Departure from Academic Integrity” form (“the Finding form”) and will need to follow the steps below to determine an appropriate remedy or sanction.

3.3.2.1 Contact the Faculty/School AI Administrator

Where there is a finding of departure from academic integrity, the instructor shall contact the Faculty/School AI Administrator to determine whether a record of a previous finding of a departure from academic integrity by the student exists. If a record exists, the AI Administrator shall inform the instructor. The instructor shall then indicate on the Finding form that:

- the departure is categorized as Level II (see section 3.4.3); and
- the case is being referred to the Faculty/School for the assignment of an appropriate remedy or sanction (see section 3.4.4).

The instructor shall then email the Finding form to the student (see section 3.5).

1.4.1.5 - Deciding on a Finding

1.4.1.5.1 - No Grounds Found for a Finding

If, after an investigation of the evidence and consideration of the response by the student, the instructor determines that there are no grounds for a finding, all
documents related to the case will be destroyed and the student will be informed that the investigation has been dismissed.

1.4.1.5.2 – Grounds Found for a Finding

If, after an investigation of the evidence and consideration of the response by the student, the instructor determines that there is sufficient and persuasive evidence on which to make a finding of departure from academic integrity, the instructor must then proceed to establish an appropriate remedy.

1.4.1.6 – Assessing a Sanction after a Finding is Determined

1.4.1.6.1 – Contacting the Faculty Office

After making a finding, the instructor should then contact the Faculty Office. If a previous finding is on record, the instructor will refer the case to the Associate Dean (Academic) who will set an appropriate sanction (see Academic Regulation 1.4.2.3). A record of a previous departure from academic integrity is only relevant when assessing an appropriate sanction or remedy; it should have no bearing on the determination of a finding. (See Academic Regulation 1.4.2 for the process followed by the Associate Dean (Academic) in assessing a sanction after referral from an instructor.)

1.3.4 Deciding the Remedy or the Sanction

Refer to Queen's University Academic Integrity Procedures section 3.4

QUAIP 3.4 Deciding the Remedy or Sanction

If the Faculty/School AI Administrator confirms there is no record of a previous finding of a departure from academic integrity by the student, the instructor shall decide a remedy or sanction from those available to the instructor (see section 3.4.2) or refer the matter to the Faculty/School AI Lead to determine an appropriate remedy or sanction (see section 3.4.4).

The remedy or sanction must be meaningful to ensure that students understand the importance of academic integrity to the academic community at Queen's and its vital importance in maintaining the integrity of degrees granted by the University. A remedy or sanction must also preserve fairness amongst students in a course or program. The instructor may contact the Faculty/School Office for information about the remedies or sanctions imposed in similar previous cases.
FAS OLD 1.4.1.6.3 – Sanction and Level Determined by the Instructor

If there is no previous finding on record or if the instructor decides that one of the penalties outlined in Academic Regulation 1.3.1 is appropriate, then he or she will determine a remedy or sanction appropriate to the extent or severity of the offence, and may consult with the Department for guidance on an appropriate remedy or sanction.

The instructor should also determine whether the particular finding should be categorized as a Level I or Level II departure according to the guidelines in Academic Regulation 1.3.4.

1.3.4.1 – Factors to Consider
Refer to Queen’s University Academic Integrity Procedures section 3.4.1

QUAIP 3.4.1 Factors to Consider

The instructor shall consider several factors in deciding the appropriate remedy or sanction. Careful consideration of the factors listed below will help to ensure that the remedy or sanction is fair, reasonable, and proportionate to the gravity of the departure found.

Factors that should be considered in deciding a remedy or sanction include:

- the extent and seriousness of the departure;
- any educational measures that may be undertaken to ensure that the student understands the departure and what should have been the appropriate conduct in such circumstances;
- the value of the academic work in relation to the overall grade for the course;
- the experience of the student (for example, a first-year or an upper-year student; a student experienced in the discipline or a student in an elective course);
- any mitigating and/or aggravating circumstances; and
- possible direct injury to another student or the institution.

3.4.1.1 Mitigating Circumstances

Although mitigating circumstances do not exonerate or excuse a student from the finding of a departure from academic integrity, such circumstances should be taken into account to ensure that the remedy or sanction is reasonable and appropriate.
The onus is on the student to provide evidence of such mitigating circumstances. Examples of mitigating circumstances that may be relevant include:

- documented evidence from an appropriate health care professional of factors directly compromising the student’s capacity to understand or adhere to the standards of academic integrity at the time of the departure;
- prompt admission to the alleged departure from academic integrity by the student and expression of contrition and willingness to undertake educative remedies; or
- evidence that reasonable steps were not taken to bring the standards and expectations regarding academic integrity to the attention of the student (for example, expectations were not included in the course syllabus).

### 3.4.1.2 Aggravating Circumstances

Aggravating circumstances may also have an impact on the appropriate and reasonable remedy or sanction and should also be taken into account. Examples of aggravating circumstances that may be relevant include, but are not limited to:

- evidence of a deliberate attempt to gain advantage;
- evidence of an active attempt to conceal the departure;
- the departure has been committed by an upper-year student who ought to be familiar with the expectations for academic integrity in the discipline, department and/or Faculty/School;
- conduct that intimidates others or provokes misconduct by others; or
- direct harm to another student or to the University.

**FAS OLD 1.3.3 – Factors to Consider in Assigning a Sanction**

Factors that should be considered in assigning a remedy or sanction include:

1. The extent and seriousness of the departure having regard to its actual or potential consequences;
2. the degree to which the work or conduct in question forms a significant portion of the final grade and whether the extent of the departure is substantial as demonstrated by the work or conduct in question;
3. the academic experience of the student differentiating between first-year or students taking electives and upper-year students who ought to be
familiar with the expectations for academic integrity in the discipline, Department and/or Faculty;

4. records of multiple departures within a single incident or multiple departures discovered at one time, rather than an isolated aberration;

5. evidence of a deliberate attempt to gain advantage;

6. injury to another student or to the institution; or

7. conduct that intimidates others or provoked the misconduct by others.

Mitigating circumstances do not exonerate or excuse from the finding of a departure from academic integrity, but these factors may be taken into account to ensure that the imposed sanction is fair, reasonable and proportionate to the gravity of the departure found. The decision must outline the evidence supporting reliance on the mitigating circumstances. The onus is on the student to adduce evidence of mitigating circumstances, which may include:

1. documented evidence from an appropriate health professional of factors directly compromising the student's capacity to adhere to the standards of academic integrity at the relevant time;

2. prompt admission to the departure from academic integrity by the student and expression of contrition and willingness to undertake educative remedies; or

3. evidence that reasonable steps were not taken in the circumstances to bring the standards and expectations regarding academic integrity to the attention of the student at the relevant time.

In summary, any sanction should reflect the extent and severity of the departure from academic integrity, and precedents in the academic unit and Faculty, taking into account any mitigating circumstances.

1.3.4.2 – Range of Remedies and Sanctions that may be Imposed by the Instructor

The remedy or sanction should reflect the extent and gravity of the departure from academic integrity and should be consistent with the remedies or sanctions imposed in similar previous cases in the Department/Faculty/School.

The instructor may impose one or more of a range of remedies or sanctions including:
an oral or written warning that such infractions constitute unacceptable behaviour;

- a learning experience involving rewriting or revising the original work within a stipulated period of time;
- the submission of new or other work within a stipulated period of time;
- the deduction of partial or total loss of marks for the work or exam;
- a deduction of a percentage of the final grade in the course; or
- a failing grade (down to a grade of zero) in the course.

If the penalty amounts to a failure in the class, the student may not drop the class, regardless of the drop deadlines.

**QUAIP 3.4.2 Range of Remedies and Sanctions that may be Imposed by the Instructor**

The remedy or sanction should reflect the extent and gravity of the departure from academic integrity and should be consistent with the remedies or sanctions imposed in similar previous cases in the Department/Faculty/School.

The instructor may impose one or more of a range of remedies or sanctions including:

- an oral or written warning that such infractions constitute unacceptable behaviour;
- a learning experience involving rewriting or revising the original work within a stipulated period of time;
- the submission of new or other work within a stipulated period of time;
- the deduction of partial or total loss of marks for the work or exam;
- a deduction of a percentage of the final grade in the course; or
- a failing grade (down to a grade of zero) in the course.

If the remedy or sanction affects the student's grade in the course, the student may NOT drop the course regardless of the drop deadlines, and the student may be reinstated in the course if the course was dropped prior to the finding being decided.

**1.3 – Remedies or Sanctions for Departures from Academic Integrity**

**1.3.1 – Remedies or Sanctions an Instructor May Assign**
The instructor may consider a range of remedies or sanctions including, but not limited to, the following:

1. an oral or written warning that such infractions constitute unacceptable behaviour;
2. a learning experience involving a rewriting or revision of the original piece of work;
3. the submission of a new piece of work;
4. the completion of other work;
5. the deduction of partial or total loss of marks for the assignment/exam; or
6. a failing grade (down to a grade of zero) in the class.

If the penalty amounts to a failure in the class, the student may not drop the class, regardless of the drop deadlines.

If the instructor believes that the finding warrants a sanction more serious than an instructor may impose, the instructor will refer the case to the Associate Dean (Academic) (see Academic Regulation 1.4.2).

**FAS OLD 1.4.1.3.2 – Student’s Enrolment Status**

The student may not drop the class once a notice of investigation has been delivered. If an instructor becomes aware that a student under investigation has dropped the class, the instructor should alert the Associate Dean (Academic), who will reinstate the student pending the outcome of the case. Otherwise, if a finding is made, the Faculty Office will confirm the student’s enrolment status in the class when filing the finding, and reinstate the student at that time, if necessary.

If the instructor believes that the finding warrants a sanction more serious than an instructor may impose, the instructor will refer the case to the Associate Dean (Academic) (see Academic Regulation 1.3.4.4).

**1.3.4.3 – Categorizing the Departure**

Refer to Queen’s University Academic Integrity Procedures section 3.4.3

**QUAIP 3.4.3 Categorizing the Departure**
In deciding an appropriate remedy or sanction, instructors are asked to distinguish between minor (Level I) and major (Level II) departures from academic integrity.

Records of Level I findings are maintained by the Faculty/School for use only if there is a future finding of a departure by the same student. Records of Level II findings form part of the student's Official File in the Faculty/School Office and are retained for 10 years after the student's graduation. This practice of separating a Level I departure from the student's Official File balances remediation and sanction.

Sanctions are necessary when there are findings of major or multiple departures from academic integrity, but remedies that seek to educate students about academic integrity may be allowed for minor departures without punitive sanctions.

Instructors shall categorize the departure as either Level I or II based on the guidelines below in light of their familiarity with the case and the surrounding circumstances, using informed judgment and reasonable discretion. Instructors should consider the individual factor or relevant combination of factors in deciding the level of the departure. It is not necessary that all factors be considered.

Instructors are encouraged to obtain advice from the Faculty/School about the categorization of the departure.

**FAS OLD 1.3.4 – Categorizing the Finding**

In preparing the finding and corresponding sanction, decision makers must also distinguish between “minor” (Level I) and “major” (Level II) departures.

In preparing the finding, decision makers should use the guidelines below to categorize the departure as being either Level I or Level II. Only one factor need apply to establish a Level II departure. Because instructors are generally the most familiar with the case and the surrounding circumstances, instructors are expected to use informed judgment and reasonable discretion in deciding on a Level I versus a Level II departure. Instructors may also seek general advice on categorizing the remedy or sanction from the Faculty Office.

**1.3.4.3.1 – Level I Departures**

Level I departures will not be kept in a student's main file, but in a separate special file that will only be accessed if there is a future finding. Level I materials are destroyed upon the student's graduation.
QUAIP excerpt from 1.7: When there is a finding of a departure from academic integrity categorized as Level I (see section 3.4.3), the Faculty/School AI Administrator must create and maintain a file. Information in such files may only be released as permitted or required by these Procedures or when there is a future finding with respect to the same student (see section 3.3). These records are destroyed upon the student's graduation.

**FAS OLD 1.3.4.1 – Level I Departures**

Level I departures will not be kept in a student's main file, but in a separate special file that will only be accessed if there is a future finding. Central to the separation of a finding from the student's main file is an attempt to find a balance between remediation and sanction. Whereas sanctions are necessary where there are findings of departures from academic integrity, this policy avoids treating students punitively in all cases and allows for remedies which seek to educate students about matters related to academic integrity. Level I materials are destroyed as of the date of the student's graduation.

Refer to Queen's University Academic Integrity Procedures section 3.4.3.1 Level 1 Considerations

**QUAIP 3.4.3.1 Level I Considerations**

Instructors may be guided by a combination of the following and similar factors when categorizing the departure as Level I:

- this is the first finding of a departure from academic integrity by the student;
- the departure is related to academic work that does not count for a significant proportion of the course grade;
- the sanction will not necessarily result in a failure in the course;
- the student is at an early stage of their academic career, especially a first-year student; or
- the student has little or no experience in a course in the Department (for example, a first-time experience in a particular department).

**FAS OLD 1.3.4.1 – Level I Departures**

A Level I departure will be assessed under the following conditions:

1. the extent or severity of the departure is limited;
2. the departure is on an assignment where the sanction is less than 50 per cent of the course grade and the sanction will NOT necessarily result in a failure in a course;

3. the student is at an early stage of his/her academic career, especially a Year 1 student, or the student has little or no experience in a course in a particular subject (for example first-time experience in a History or Psychology Department);

4. there is no direct evidence of a deliberate attempt to gain advantage; or

5. there is no direct effect on other student(s) or the institution.

1.3.4.3.2 – Level II Departures

Level II departures will be kept in the student's main file in the Faculty Office. This file is kept confidential and is used for academic advising purposes. It will also be consulted where a finding has been copied to the Office of the Associate Dean (Academic). In rare cases, some institutions (such as American Law Schools, Medical Schools and Police Academies) request references from the Associate Dean (Academic) and the materials in the file are consulted to answer specific questions about the student's academic history. Such information may only be released as permitted or required by University procedures or regulations, or with the student's consent. These records are destroyed 10 years after the student's graduation.

QUAIP excerpt from 1.7: When there is a finding of a departure from academic integrity categorized as Level II (see section 3.4.3), the Faculty/School AI Administrator must ensure that the relevant documents are added to the Official File established for the student in the Faculty/School Office (see section 1.6.3). Such information may only be released as permitted or required by these Procedures or by other University regulations, or with the student's consent. These records are destroyed 10 years after the student's graduation.

FAS OLD 1.3.4.2 – Level II Departures

Level II departures will be kept in the student's main file in the Faculty Office. This file is kept confidential and is used for academic advising purposes. It will also be consulted where a finding has been copied to the Office of the Associate Dean (Academic). In rare cases, some institutions (such as American Law Schools, Medical Schools and Police Academies) request references from the Associate Dean (Academic) and the materials in the file are consulted to answer specific questions about the student's academic history.
Refer to Queen's University Academic Integrity Procedures section 3.4.3.2 Level II Considerations

QUAIP 3.4.3.2 Level II Considerations

If there is a record of a previous departure(s) from academic integrity by the student, any subsequent departures are automatically categorized as Level II departures. The case must then be referred to the Faculty/School for a remedy or sanction to be decided.

Instructors may be guided by a combination of the following and similar factors, as well as any aggravating circumstances (see section 3.4.1.2), when categorizing the departure as Level II:

- the departure is related to academic work that counts for a significant proportion of the course grade;
- the sanction will result in a failure in the course;
- the student is in an upper year and has taken several previous courses in the discipline (for example, a fourth-year student in a concentration course);
- significant and unacknowledged use of one or more sources is involved;
- significant departure from professionalism or accreditation standards is involved;
- the incident involves more than one type of departure;
- direct damage to the integrity of the student's program or the integrity of the University is involved; or
- direct negative impact on other students is involved (for example, stealing another student's academic work).

FAS OLD 1.3.4.2 – Level II Departures

A Level II departure will be assessed under the following conditions (only one factor need apply):

1. the extent and severity of the departure is significant (e.g., in the case of plagiarism, the departure involves significant and unacknowledged use of one or more sources);
2. the sanction WILL result in a failure in a course;
3. the departure is by an upper-year student who has taken several previous courses in the subject (for instance, a fourth-year student);
4. there are previous departures from academic integrity (the case should therefore be referred to the Associate Dean);

5. there is evidence of additional misconduct involving forgery, facilitation, etc.; or

6. there is a direct negative effect on other students (e.g. stealing another students' paper, assignment, laboratory work) or the institution.

Because instructors are generally the most familiar with the case and the surrounding circumstances, instructors are expected to use informed judgment and reasonable discretion in deciding on a Level II departure.

Under current practices in the Faculty, one Level I departure results in no further action; two Level I findings result in a review of the cases by the Associate Dean (Academic) and a letter of warning which is kept in the student's main file; and three instances of a Level I finding result in an investigation to determine if a requirement to withdraw should be recommended to the Senate Committee on Academic Procedures (SCAP). These current practices may vary depending on the seriousness of each individual departure.

1.3.4.4 Referral of the Case to the Associate Dean (Academic)
Refer to Queen's University Academic Integrity Procedures section 3.4.4

QUAIP 3.4.4 Referral of the Case to the Faculty/School

The instructor must refer the case to the Faculty/School AI Lead (see section 1.6.2) to decide the remedy or sanction, if:

- there is a record of a previous finding of a departure from academic integrity on file in the Faculty/School Office; or
• after the instructor considers all the factors above in assessing the gravity of the departure, they believe that a more serious sanction than those that may be imposed by an instructor (see section 3.4.2) is warranted.

When a case is referred by the instructor, the role of the Faculty/School AI Lead is to review and consider the factors of the case only as they relate to the decision of an appropriate remedy or sanction. The Faculty/School AI Lead must not re-consider the instructor’s decision on the finding of the departure.

When referring a case, the instructor shall indicate on the Finding form that the case is being referred to the Faculty/School for the assignment of an appropriate remedy or sanction and email the Finding form to the student (see section 3.5).

All original documents related to the case, including the submitted work and any relevant correspondence, and the Notice of Investigation and the Finding form, shall be forwarded to the Faculty/School AI Administrator to be considered by the Faculty/School AI Lead in determining an appropriate remedy or sanction. No documentation may be retained by the instructor or placed in a departmental student file.

**FAS OLD 1.4.1.6.2 – Referral to the Associate Dean (Academic)**

If the finding appears to warrant a sanction more serious that the instructor may impose, the case shall be referred to the Associate Dean (Academic). The instructor should fill out a Finding of a Departure from Academic Integrity form, indicating that there has been a finding but that the case will be referred to the Associate Dean (Academic) for consideration of a sanction. A copy should be directed to the student either by e-mailing the student requesting that he or she picks up a copy from the instructor’s departmental office or by sending the document by registered mail. A copy should also be sent to the Associate Dean (Academic). (See Academic Regulation 1.4.2 for the process followed by the Associate Dean (Academic) in assessing a sanction after referral from an instructor.)

The steps undertaken pertaining to a sanction referral by the Associate Dean (Academic) will follow the same procedures as those for an instructor outlined above in section 1.3.2 (regarding meeting) and 1.3.4 (regarding deciding the sanction) and 1.3.5 (regarding informing the student of the decision).

**FAS OLD 1.4.2 Assessment of Sanction by the Associate Dean (Academic) Upon Referral from an Instructor not included in FAS NEW**
**FAS OLD 1.4.3 Investigation of Suspected Departures from Academic Integrity by the Associate Dean (Academic) [1.4.3.1 through 1.4.3.6] not included in FAS NEW except for first paragraph**

1.3.4.4.1 – Range of Remedies and Sanctions that may be Imposed by the Associate Dean (Academic)

Refer to Queen's University Academic Integrity Procedures section 3.4.4.1

**QUAIP 3.4.4.1 Range of Remedies and Sanctions that may be Imposed by the Faculty/School AI Lead**

The Faculty/School AI Lead may impose any of the remedies or sanctions available to the instructor (see section 3.4.2) as well as the following sanctions:

- an official written warning that the penalty for a subsequent offence could be a requirement to withdraw from the University for a specified minimum period of time;
- the rescinding of University- or Faculty-awarded scholarships, prizes and/or bursaries;
- a requirement to withdraw from the University for a specified minimum period of time; or
- the revocation or rescinding of a degree.

**FAS OLD 1.3 – Remedies or Sanctions for Departures from Academic Integrity**

1.3.2 – Remedies or Sanctions the Associate Dean (Academic) May Assign or Recommend

If there is a finding of a departure from academic integrity or a finding of a failure to abide by academic rules, a range of remedies or sanctions including, but not limited to, one or more of the following may be assessed by the Associate Dean (Academic):

1. an oral or written warning;
2. a learning experience involving a rewriting or revision of the original piece of work;
3. the submission of a revised or new piece of work;
4. partial or total loss of marks for the assignment/examination;
5. partial or total loss of marks for the course in which the departure of academic integrity took place;
6. an official written warning that the penalty for a subsequent offence could be a requirement to withdraw from the Faculty or University for a specified minimum period of time;
7. the rescinding of University- or Faculty-awarded scholarships, prizes and/or bursaries;
8. a requirement to withdraw from the Faculty for a specified minimum period of time;
9. a recommendation to withdraw from the University for a specified minimum period of time; or
10. a recommendation for the revocation or rescinding of a degree.

Appeals of the decisions of the Associate Dean (Academic) may be made to the Faculty of Arts and Science Academic Integrity and Conduct Panel as outlined in Appealing Academic Decisions, Academic Petitions and Appeals Section 2.

**QUAIP 3.4.4.2 Requirement to Withdraw or Rescinding of a Degree – does not appear in new FAS regulation**

1.3.5 Informing the Student
Refer to Queen's University Academic Integrity Procedures section 3.5

QUAIP 3.5 Informing the Student

3.5.1 Finding and Remedy or Sanction by Instructor

If the instructor decides that the finding warrants a remedy or sanction within the scope of those available to the instructor (see section 3.4.2), and the case is not being referred to the Faculty/School, the instructor must complete the Finding form and email it to the student's Queen's email account to inform the student of the outcome of the investigation.

The completed form supplies the student with the following information:

- the details of the finding of a departure from academic integrity;
- the reasons for the finding and the evidence upon which the finding is based;
- whether the departure is categorized as Level I or Level II and the applicable provisions in section 1.7 with respect to the retention and release of records;
• the remedy(ies) or sanction(s);
• the reasons for the remedy(ies) or sanction(s), including any mitigating or aggravating circumstances;
• the student's right to appeal the finding and/or the remedy or sanction to the Faculty/School;
• the deadline for appealing to the Faculty/School;
• the Faculty/School resources available for consultation and the information on the website of the Office of the University Ombudsperson about student rights and responsibilities and University policies and procedures; and
• if the student is studying at Queen's on an exchange program or on a Letter of Permission and the departure is categorized as Level II, or if the student is in a collaborative degree program offered jointly with another post-secondary institution (the “partner institution”), that the student's home university or the partner institution, as applicable, will be notified of the finding and remedy or sanction if the finding is confirmed after all avenues of appeal have expired or been exhausted (see section 3.6).

### 3.5.2 Finding by Instructor with Referral for Remedy or Sanction

When a case is referred to the Faculty/School AI Lead for the assignment of a remedy or sanction, the instructor must complete the Finding form to provide the details of the finding, the reasons for the finding, the evidence upon which the finding was made, and the categorization of the departure as Level I or Level II, and email the Finding form to the student's Queen's email account to inform the student of the outcome of the investigation and the referral of the case to the Faculty/School for the assignment of the remedy or sanction.

The AI Lead shall decide the remedy or sanction and must inform the student and the instructor in writing of the following:

• the remedy(ies) or sanction(s);
• the reasons for the remedy(ies) or sanction(s), including any mitigating or aggravating circumstances;
• the student's right to appeal the finding and/or the remedy(ies) or sanction(s);
• the deadline for appealing;
• the Faculty/School resources available for consultation and the information on the website of the Office of the University Ombudsperson about student rights and responsibilities and University policies and procedures; and
• if the student is studying at Queen's on an exchange program or on a Letter of Permission and the departure is categorized as Level II, or if the student is in a collaborative degree program offered jointly with another post-secondary institution (the “partner institution”), that the student's home university or the partner institution, as applicable, will be notified of the finding and remedy or sanction if the finding is confirmed after all avenues of appeal have expired or been exhausted (see section 3.6).

FAS OLD 1.4.1.7 – Notification of Decision

After making the finding, setting a remedy or sanction within the scope of those available to the instructor (see Academic Regulation 1.3.1), and categorizing the departure as Level I or Level II, the instructor must inform the student in writing of the decision. Instructors are encouraged to use the Finding of a Departure from Academic Integrity form. Completing the form supplies the student with the information required by Senate Policy, including:

1. the details of the finding of departure from academic integrity, including the reasons for the finding as supported by relevant, clear and cogent evidence;
2. the remedy or sanction;
3. the type of departure (Level I or Level II)
4. the student's right to appeal the finding and/or the remedy or sanction to the Associate Dean (Academic) (see Appeal of Academic Decisions, Section 2);
5. the deadline for appealing to the Associate Dean (Academic);
6. the resources available for consultation (the instructor will inform the student of the services provided by the University Ombudsman); and
7. the fact that a copy of the finding will be kept on file in the Office of the Associate Dean (Academic).

Information on the process of appealing an instructor's decision to the Associate Dean (Academic) is outlined in Appeal of Academic Decisions, Section 2.

1.3.6 Procedures with Respect to Exchange, Letter of Permission and Collaborative Students

Refer to Queen’s University Academic Integrity Procedures section 3.6
QUAIP 3.6 Procedures with Respect to Exchange, Letter of Permission and Collaborative Students

3.6.1 Students from Other Post-Secondary Institutions

After a finding of a Level II departure from academic integrity by a student who is studying at Queen's on an official exchange program or as a visiting student on a Letter of Permission, when all avenues of appeal have expired or been exhausted and if the finding is confirmed, the Faculty/School AI Administrator shall forward a copy of the Finding form to the student's home university Faculty or Program Office.

3.6.2 Students Registered in Collaborative Programs with Other Post-Secondary Institutions

After a finding of a departure from academic integrity by a student who is registered in a collaborative degree program offered jointly with another post-secondary institution (the “partner institution”), when all avenues of appeal have expired or been exhausted and if the finding is confirmed, the Faculty/School AI Administrator will forward a copy of the Finding form to the partner institution.

3.6.3 Queen's Students Attending Other Post-Secondary Institutions

Information received about a finding of a departure from academic integrity by a Queen's student who is studying on an official exchange program or at another post-secondary institution on a Letter of Permission, or who is registered in a collaborative degree program offered jointly with a partner institution, shall be disclosed to the student's home Faculty/School. The severity of any departure shall be assessed by the Faculty/School AI Lead as the equivalent of a Level I or a Level II departure and a record of the departure shall be retained in the appropriate file (see section 1.7) in the Faculty/School Office. Any finding of a departure from academic integrity at a partner institution shall not result in the imposition of any further remedy or sanction. However, it shall be taken into consideration as if the finding was made under these Procedures if there is a subsequent finding of a departure from academic integrity by the student at Queen's.

Excerpt from FAS OLD 1.4.1.7 Notification of a Decision: In the case of a student who is studying at Queen's University on an official exchange program or as a
visiting student on a Letter of Permission, a copy of the finding of a departure from academic integrity must be reported in writing to the student’s home university Faculty or Program Office.

In the case of an Arts and Science student who is registered in a collaborative degree program offered jointly with another post-secondary institution, a copy of the finding of a departure from academic integrity must be reported in writing to the partner institution (see Academic Regulation 18.5.1).

1.4 Appeals
Information on the process of appealing an instructor’s decision to the Associate Dean (Academic) is outlined in Academic Petitions and Appeals Appeal of Academic Decisions, Section 2.

1.3.5 – Appeals
A student may not appeal any of the following to the Associate Dean (Academic) for a class in which any finding of a departure from academic integrity has been assessed:

1. To drop the class after the last official date for dropping classes (see Academic Calendar Dates);
2. To request Aegrotat standing in the class (see Academic Regulation 10); or
3. To request Credit (CR) standing in the class (see Academic Regulation 10).

FAS OLD 1.3.5 – Appeals
A student may not appeal any of the following to the Associate Dean (Academic) for a class in which any finding of a departure from academic integrity has been assessed:

1. To drop the class after the last official date for dropping classes (see Academic Calendar Dates);
2. To request Aegrotat standing in the class (see Academic Regulation 10); or
3. To request Credit (CR) standing in the class (see Academic Regulation 10).

1.5 – Investigation of Suspected Departures from Academic Integrity by the Associate Dean (Academic)

Commented [JS5]: Propose to cut this section. Not appropriate to deny student remedy for extenuating circumstances due to previous AI finding. (Also we don’t actually have a mechanism to check. Appeals coordinators do not check AI file for appeal eligibility.)
Where possible departures from academic integrity are identified that involve more than one course, multiple related instances, or the possibility of forgery or falsification (see Academic Regulation 1.3.3), the Associate Dean (Academic) may initiate an investigation. In addition, an instructor may request (in writing) that the Associate Dean (Academic) conduct an investigation on their behalf when such serious departures are suspected. The Associate Dean (Academic) may also undertake an investigation of a departure from academic integrity in academic matters unrelated to performance in a course. The steps undertaken pertaining to investigation, finding, and sanctioning by the Associate Dean (Academic) will follow the same procedures as those for an instructor outlined in section 1.3

**FAS OLD 1.4.3 - Investigation of Suspected Departures from Academic Integrity by the Associate Dean (Academic)**

Where possible departures from academic integrity are identified that involve more than one course, multiple instances, or the possibility of forgery or falsification (see Academic Regulation 1.3.3), the Associate Dean (Academic) may initiate an investigation. In addition, an instructor may request (in writing) that the Associate Dean (Academic) conduct an investigation on his or her behalf when such serious departures are suspected. The Associate Dean (Academic) may also undertake an investigation of a departure from academic integrity in academic matters unrelated to performance in a course.

Appeals of the decisions of the Associate Dean (Academic) may be made to the Faculty of Arts and Science Academic Integrity and Conduct Panel as outlined in Academic Petitions and Appeals Appeal of Academic Decisions, Section 2.

**1.6 – Graduation during Investigation, Appeal or Withdrawal Period**

Refer to Queen's University Academic Integrity Procedures section 1.9

**QUAIP 1.9 Graduation during Investigation, Appeal or Withdrawal Period**
No student may graduate while their conduct is the subject of an ongoing academic integrity investigation or appeal, even if academic credit for the course(s) under investigation is not required to complete the degree. When an investigation is initiated during a student’s final year of study or involves a course required to graduate, the Faculty or School shall make reasonable attempts to expedite the investigation and appeal process before the expected convocation date.

No student who has been required to withdraw due to a departure from academic integrity may apply to graduate during the withdrawal period.

**FAS OLD 1.4.1.3.4 – Graduation**

No student who is the subject of an ongoing academic integrity investigation may graduate, even if academic credit for the course(s) under investigation is not required to complete a degree. The Faculty will make all reasonable attempts to expedite the investigation process before the expected convocation date.

EXCERPT FROM FAS OLD 1.3.2 No student who has been required to withdraw due to a departure from academic integrity may apply to graduate during the period of the sanction.

**QUAIP Section 1 Introductory Matters – does not appear in new FAS regulation**
1.1. Purpose and Scope
1.2. Procedural Fairness
1.3. Evidence
1.4. Confidentiality
1.5. Timing

**QUAIP 1.7 (Maintenance, Retention, Release and Destruction of Records), and 1.8 (Annual Reports) – not included in new FAS regulations**

**QUAIP 3.7 Retention of Documents and Research – does not appear in new FAS regulations**

**QUAIP 4 Appeals – included in new FAS regulation Academic Petitions and Appeals Section 2.**

**QUAIP 5 Cross Faculty Jurisdiction – does not appear in new FAS regulations**
Academic Regulation 1: Academic Integrity

In October 2021, the Queen’s University Academic Integrity Procedures – Requirements of Faculties and Schools (QUAIP) were substantially revised, and it was necessary that the Faculty of Arts and Science regulations be in alignment. This involved the following changes:

- FAS sections were re-sequenced to match the QUAIP
- FAS regulations refer directly to the QUAIP rather than republish the text in full to ensure accuracy and ongoing consistent alignment
- FAS old 1.1.1 Definition has been deleted since it was redundant to FAS new 1.1.1
- Integrity in Action (=QUAIP 2.1)
- FAS new 1.2.2 Contract Cheating (=QUAIP 2.2.3) is new since FAS old does not specifically list contract cheating as a departure
- FAS new 1.2.8 Unauthorized Collaboration (=QUAIP 2.2.9) is new since FAS old does not specifically list unauthorized collaboration as a departure
- Section from FAS old 1.3.4.2 says, “Under current practices in the Faculty, one Level I departure results in no further action; two Level I findings result in a review of the cases by the Associate Dean (Academic) and a letter of warning which is kept in the student’s main file; and three instances of a Level I finding result in an investigation to determine if a requirement to withdraw should be recommended to the Senate Committee on Academic Procedures (SCAP). These current practices may vary depending on the seriousness of each individual departure.” This text will be deleted since it does not reflect current practice. Moreover, it is advisory of practice rather than regulatory.

Commentary in FAS old 1.3.4.3.2 Level II Departures says, “In rare cases, some institutions (such as American Law Schools, Medical Schools and Police Academies) request references from the Associate Dean (Academic) and the materials in the file are consulted to answer specific questions about the student’s academic history.” This text is deleted from FAS new and will instead be included in an explanatory Student Guide to the regulations.

- FAS old 1.3.5 will be deleted since FAS believes that it is not appropriate to deny a student remedies for extenuating circumstances due to a previous departure from academic integrity. Additionally, this regulation is not aligned with current practice.

For information: All of the text from QUAIP is referenced in the new FAS regulations except for:

1.1 Purpose and Scope
1.2 Procedural Fairness
1.3 Evidence
1.4 Confidentiality
1.5 Timing
1.7 (Maintenance, Retention, Release and Destruction of Records)
1.8 (Annual Reports)
3.7 Retention of Documents and Research
5 Cross Faculty Jurisdiction

FAS old 1.4.2 Assessment of Sanction by the Associate Dean (Academic) and FAS old 1.4.3 Investigation of Suspected Departures from Academic Integrity by the Associate Dean (Academic) are not included in FAS new. The new regulations instead say: “The steps undertaken pertaining to a sanction referral by the Associate Dean (Academic) will follow the
same procedures as those for an instructor outlined above in section 1.3.2 (regarding meeting) and 1.3.4 (regarding deciding the sanction) and 1.3.5 (regarding informing the student of the decision).”

**NOTE: There is a meaningful discrepancy between QUAIP 3.4.2 which asserts, “If the remedy or sanction affects the student’s grade in the course, the student may NOT drop the course regardless of the drop deadlines, and the student may be reinstated in the course if the course was dropped prior to the finding being decided” and old FAS 1.3.1 which asserts, “If the penalty amounts to a failure in the class, the student may not drop the class, regardless of the drop deadlines.” The Faculty of Arts and Science is retaining its original regulation since it is more “liberal” than the new QUAIP version.
Academic Petitions and Appeals

Section 1: Introduction

1.1 Overview of Academic Petitions and Appeals

The Academic Regulations for the Faculty of Arts and Science are designed to ensure that academic standards are upheld and that all students are treated fairly and equitably.

In general, with the exception of appeals related to final examinations, final grades, or non-academic misconduct where other criteria will apply, petitions and appeals are only granted where there are significantly extenuating circumstances, which would merit the waiving of a particular Faculty regulation or decision. Extenuating circumstances normally involve a significant physical or psychological event that is beyond a student's control and debilitating to their academic performance. These kinds of extraordinary situations should be supported by official documentation from a health care practitioner or other relevant professional.

Official documentation does not need to outline the specifics of the particular condition or matter affecting the student, but it must clearly indicate ways in which the extenuating circumstances directly affected the student's performance in terms of timing and impact, and should verify that these effects were substantial enough to cause the academic problem. Information on the start, duration and present state of the extenuating condition is critical to helping the instructor, Associate Dean (Academic) or Board of Studies to make an informed decision. Further, a clear statement on whether the condition or circumstances have either improved or are being managed so that they will not have a significant detrimental effect on future academic performance is also essential.

The petitions and appeals process does not compensate for extenuating circumstances that the student is unable to resolve, or for which the student is unwilling to actively seek accommodation. In addition, the petitions and appeals process does not compensate for extenuating circumstances that are actively being accommodated, for example where a student's permanent disabilities are being accommodated through Queen's Student Accessibility Services. Multiple petitions or appeals citing the same extenuating circumstances will be reviewed very closely.
This review may include, with the permission of the student, consultation with the appropriate professionals involved to obtain more detailed information.

1.2 Contexts for Appeals in the Faculty of Arts and Science

1.2.1 Academic Integrity

The International Center for Academic Integrity (ICAI) defines academic integrity as “a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage. From these values flow principles of behaviour that enable academic communities to translate ideals into action.” This concept is more fully explored in Academic Regulation 1 in the Arts and Science Calendar, but the educational mission of Queen's with its emphasis on “intellectual integrity,” “freedom of inquiry and exchange of ideas” and “equal dignity of all persons” depends on an adherence to academic integrity in all its actions (see the Senate Report on Principles and Priorities). In support of the concept of academic integrity, students have the responsibility to familiarize themselves with the rules and regulations of the Faculty. Additional information on academic integrity regulations, information for instructors and students and direction for appeals can be found in Academic Regulation 1. Appeals for issues of academic integrity are described in Academic Petitions and Appeals Section 2.

1.2.2 Procedural Fairness

Procedural fairness or natural justice holds that:

1. Advance notice of consideration of a decision must be given to the student.
2. Student must have access to the information that is being considered.
3. Student must be given a meaningful opportunity to have their opinion heard and considered.
4. The decision maker must be impartial and unbiased.
5. The decision maker must give meaningful reasons for the decision or the outcome.

1.2.3 The University Setting

The University environment is characterized by a spirit of free exchange and inquiry, and the appeal process should be carried out with this in mind. The appeal process should take into consideration the educational context and role of disciplinary proceedings.
Educational hearings are not legal proceedings and should not resemble a courtroom. The proceedings should not be adversarial or prosecutorial; instead they should be conducted in an environment of mutual respect.

1.2.4 The Senate Student Academic Appeals Policy

The Senate Student Academic Appeals Policy (SAAP) provides a procedural framework for proceedings in the Faculty of Arts and Science. The intent of this policy is twofold: 1) To ensure that students receive fair treatment and are aware of their rights and responsibilities; 2) To establish a fair, efficient process for addressing student appeals from academic decisions.

It is recognized that a decision-making body has the discretion to select among a number of reasonable alternatives. A “reasonable” decision is one that is rational in that its findings are based on evidence, thought out and supported by facts and logical inferences from findings of fact. To be reasonable, the decision must contain adequate reasons for the conclusions. A decision should be upheld if it falls within a range of possible, acceptable outcomes. Decision-making bodies shall not reverse a decision solely on the basis that it would not have made the same decision itself if it were exercising discretion. There is a considerable body of Canadian jurisprudence that helps define what constitutes review on the ground that a decision is not ‘reasonable’.
Academic Petitions and Appeals

Section 1: Introduction

1.1 – General Overview of Academic Petitions and Appeals of Academic Decisions

The Academic Regulations for the Faculty of Arts and Science are designed to ensure that academic standards are upheld and that all students are treated fairly and equitably. The Faculty does, however, understand that there are occasions in which extenuating circumstances – that is, personal circumstances beyond a student's control – adversely affect a student's performance at Queen's University.

The appeal process is available to reconsider the suitability of sanctions or penalties imposed upon a student in light of information brought forward by the student concerning such extenuating circumstances.

In general, with the exception of appeals related to final examinations, final grades, or non-academic misconduct where other criteria will apply, petitions and appeals are only granted where there are significantly extenuating circumstances, beyond the student's control, which would merit the waiving of a particular Faculty regulation or decision. Extenuating circumstances normally involve a significant physical or psychological event that is beyond a student's control and debilitating to their academic performance. These kinds of extraordinary situations should be supported by official documentation from a health care practitioner or other relevant professional.

Official documentation does not need to outline the specifics of the particular condition or matter affecting the student, but it must clearly indicate ways in which the extenuating circumstances directly affected the student's performance in terms of timing and impact, and should verify that these effects were substantial enough to cause the academic problem. Information on the start, duration and present state of the extenuating condition is critical to helping the instructor, Associate Dean (Academic) or Board of Studies to make an informed decision. Further, a clear statement on whether the condition or circumstances have either improved or are being managed so that they will not have a significant detrimental effect on future academic performance is also essential.
The petitions and appeals process does not compensate for extenuating circumstances that the student is unable to resolve, or for which the student is unwilling to actively seek accommodation. In addition, the petitions and appeals process does not compensate for extenuating circumstances that are actively being accommodated, for example where a student's permanent disabilities are being accommodated through Queen's Student Accessibility Services. Multiple petitions or appeals citing the same extenuating circumstances will be reviewed very closely. This review may include, with the permission of the student, consultation with the appropriate professionals involved to obtain more detailed information. In order for such an appeal to succeed, there must be convincing evidence that the circumstances that affected the student's academic performance will be resolved within a reasonable timeline, or will be appropriately managed on an ongoing basis.

1.2 – Contexts for Appeals in the Faculty of Arts and Science

1.2.1 – Academic Integrity

The International Center for Academic Integrity (ICAI) defines academic integrity as "a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage. From these values flow principles of behaviour that enable academic communities to translate ideals into action." This concept is more fully explored in Academic Regulation 1 in the Arts and Science Calendar, but the educational mission of Queen's with its emphasis on "intellectual integrity," "freedom of inquiry and exchange of ideas" and "equal dignity of all persons" depends on an adherence to academic integrity in all its actions (see the Senate Report on Principles and Priorities). In support of the concept of academic integrity, students have the responsibility to familiarize themselves with the rules and regulations of the Faculty. Additional information on academic integrity regulations, information for instructors and students and direction for appeals can be found in Academic Regulation 1. Appeals for issues of academic integrity are described in Appeal of Academic Decisions

1.2.2 – Procedural Fairness

Procedural fairness or natural justice holds that:

1. Advance notice of consideration of a decision must be given to the student.
2. Student must have access to the information that is being considered.
3. Student must be given a meaningful opportunity to have their opinion heard and considered.
4. The decision maker must be impartial and unbiased.
5. The decision maker must give meaningful reasons for the decision or the outcome.

1. Students must have access to any evidence and information relevant to the academic matter in question;
2. Students must have a meaningful opportunity to respond;
3. Students have a right to seek support or advice (normally from the University Ombudsman);
4. The decision maker must be free from apprehension of bias; and
5. The decision maker must provide reasons for the decision based on evidence and the decision must be consistent with the Academic Regulations.

1.2.3 – The University Setting

The University environment is characterized by a spirit of free exchange and inquiry, and the appeal process should be carried out with this in mind. The appeal process should take into consideration the educational context and role of disciplinary proceedings.

Educational hearings are not legal proceedings and should not resemble a courtroom. The proceedings should not be adversarial or prosecutorial; instead they should be conducted in an environment of mutual respect.

1.2.4 – The Senate Policy on Student Appeals, Rights and Discipline

The Senate Policy on Student Appeals, Rights and Discipline (SARD) provides a procedural framework for proceedings in the Faculty of Arts and Science. The intent of this policy is twofold: 1) To ensure that students receive fair treatment and are aware of their rights and responsibilities; 2) To establish a fair, efficient process for addressing student appeals from academic decisions.
The expectation is that disputed matters will continue to be resolved as closely as possible to the level at which they originate, and as quickly as is consonant with careful review. In accordance with the SARD policy, informality has characterized the administration of regulations in the Faculty of Arts and Science as far as possible. However, when a matter cannot be resolved through an informal review, the Faculty's regulations provide students with the opportunity to formally appeal academic decisions.

The SARD policy also offers the following guidance on decision making: “[All decision making bodies are intended] to ensure that students are treated fairly, but at the same time [it is recognized] that primary responsibility for making decisions about individual students rests with those who are closest to the students, who can fairly compare the individual students to other students in similar positions, and who have knowledge of the context in which the decision is made.

It is recognized that a decision-making body has the discretion to select among a number of reasonable alternatives. A “reasonable” decision is one that is rational in that its findings are based on evidence, thought out and supported by facts and logical inferences from findings of fact. To be reasonable, the decision must contain adequate reasons for the conclusions. A decision should be upheld if it falls within a range of possible, acceptable outcomes. A decision that is fairly made shall only be reversed if the [decision maker] is satisfied that it was not a reasonable decision. “Reasonable” in this context means a decision that is grounded in logic. In other words, a reasonable decision is one that is supported by logical inferences from accepted premises and facts. If there is more than one conclusion that may be reasonably drawn from the same premises and facts, the choice of one conclusion over another does not make the decision unreasonable. [Decision-making bodies] shall not reverse a decision solely on the basis that it would not have made the same decision itself if it were exercising discretion. There is a considerable body of Canadian jurisprudence that helps define what constitutes review on the ground that a decision is not ‘reasonable’.
Section 2: Appeals Related to Academic Integrity

The Faculty of Arts and Science academic regulations, policies, and procedures dealing with academic refer to the Queen’s University Academic Integrity Procedures (approved by Senate October 2021).

2.1 Grounds for Appeal

Refer to Queen's University Academic Integrity Procedures section 4.1

2.2 Levels of Appeal

There are two levels of appeal for matters related to academic integrity in the Faculty of Arts and Science:

Level 1: The Office of the Associate Dean (Academic); and
Level 2: The Academic Integrity and Conduct Panel.

In a “level 1” appeal to the Office of the Associate Dean (Academic), the “decision-maker whose decision is being appealed” is the instructor.

In a “level 2” appeal to the Academic Integrity Conduct Panel, the “decision-maker whose decision is being appealed” is the Associate Dean (Academic).

In addition to the level(s) of appeal within each Faculty/School, the Senate Student Academic Appeals Policy establishes the University Student Appeal Board (“the USAB”), with jurisdiction to hear appeals of the final academic integrity decision made within each Faculty/School.

2.3 Appeal to the Associate Dean (Academic): Level 1

A student may appeal an instructor’s finding of a departure from academic integrity, the remedy or sanction, or both to the Associate Dean (Academic).

2.3.1 Submitting an Appeal

Refer to Queen's University Academic Integrity Procedures section 4.3.1

2.3.2 Reviewing the Appeal
Refer to Queen's University Academic Integrity Procedures section 4.3.2

In a level 1 appeal, the “appeal decision-maker” is the Associate Dean (Academic)

In a level 2 appeal, the “appeal decision-maker” is the Academic Integrity and Conduct Panel.

2.3.3 Meeting with the Student

Refer to Queen's University Academic Integrity Procedures section 4.3.3

In a level 1 appeal, the “AI Administrator” is the Faculty of Arts and Science Academic Integrity Coordinator.

In a level 2 appeal, the “AI Administrator” is the Secretary of the Academic Integrity and Conduct Panel.

2.3.4 Deciding the Appeal

Refer to Queen's University Academic Integrity Procedures section 4.3.4

2.3.5 Informing the Student and the Instructor

Refer to Queen's University Academic Integrity Procedures section 4.3.5

2.4 Appeal to the Academic Integrity and Conduct Panel: Level 2

A student may appeal the decision of the Associate Dean (Academic) regarding the finding of a departure from academic integrity, the remedy or the sanction, or both to the Academic Integrity and Conduct Panel.

Refer to Queen's University Academic Integrity Procedures section 4.4

A level 2 appeal uses the process set out in section 2.3.

In a level 2 appeal, the instructor as the original decision maker is replaced by the Associate Dean (Academic).

2.5 Appeal to the University Student Appeal Board (USAB)
A student may appeal the final decision of Academic Integrity and Conduct Panel regarding decision related to a finding from academic integrity, a remedy or sanction, or both to the University Student Appeal Board (“the USAB”).

2.5.1 Submission of the Appeal

Refer to Queen's University Academic Integrity Procedures section 4.5.1
Section 2: Appeals Related to Academic Integrity

2.1 Grounds for Appeal

Refer to Queen's University Academic Integrity Procedures section 4.1

QUAIP 4.1 Grounds for Appeal

The grounds for submitting an appeal are limited to cases in which:

i. The decision-maker whose decision is being appealed failed to act in accordance with the rules of procedural fairness. A breach of procedural fairness includes failing to:

- permit a student to be heard by an unbiased decision-maker;
- follow applicable rules, regulations, or University policy, in a way that adversely affected a student's right to a fair process;
- make a reasonable decision. A “reasonable” decision is one that is rational in that its findings are based on evidence, thought out and supported by facts and logical inferences from findings of fact. To be reasonable, the decision must contain adequate reasons for the conclusions. A decision should not be overturned if it falls within a range of possible, acceptable outcomes. If the decision is “reasonable”, the decision-maker deciding the appeal is not permitted to substitute their opinion for that of the decision-maker whose decision is under appeal.
ii. The decision-maker whose decision is being appealed acted without, or exceeded their, jurisdiction.

[**FAS OLD does not speak to grounds for appeal]

### 2.2 Levels of Appeal

There are two levels of appeal for matters related to academic integrity in the Faculty of Arts and Science:

- **Level 1:** The Office of the Associate Dean (Academic); and
- **Level 2:** The Academic Integrity and Conduct Panel.

In a “level 1” appeal to the Office of the Associate Dean (Academic), the “decision-maker whose decision is being appealed” is the instructor.

In a “level 2” appeal to the Academic Integrity Conduct Panel, the “decision-maker whose decision is being appealed” is the Associate Dean (Academic).

In addition to the level(s) of appeal within each Faculty/School, the Senate Student Academic Appeals Policy establishes the University Student Appeal Board (“the USAB”), with jurisdiction to hear appeals of the final academic integrity decision made within each Faculty/School.

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**FAS OLD 2.1 – Levels of Appeal**

There are two levels of appeal for matters related to academic integrity in the Faculty of Arts and Science:

1. The Office of the Associate Dean (Academic); and
2. The Academic Integrity and Conduct Panel.

These levels of appeal deliver a decision addressing the academic issues raised in the case. Information on these appeals is available from the Arts and Science website, as well as the Arts and Science Faculty Office.

The Senate *Policy on Student Appeals, Rights and Discipline* (SARD) establishes a University-wide body, the University Student Appeal Board (USAB), which provides a final internal appeal process. USAB is intended to have a relatively narrow
jurisdiction for dealing with appeals (see the Senate Policy on Student Appeals, Rights and Discipline).

2.3 Appeal to the Associate Dean (Academic): Level 1

A student may appeal an instructor’s finding of a departure from academic integrity, the remedy or sanction, or both to the Associate Dean (Academic).

FAS OLD 2.2 – Appeal to the Office of the Associate Dean (Academic) of an Instructor’s Decision Related to Departures from Academic Integrity

Students may appeal the instructor’s finding or sanction or both to the Associate Dean (Academic) after receiving the official finding from the instructor.

2.3.1 Submitting an Appeal

Refer to Queen’s University Academic Integrity Procedures section 4.3.1

QUAIP 4.3.1 Submitting an Appeal

Appeals must be submitted to the Faculty/School AI Administrator within 10 business days of the date that the Finding form was emailed to the student by the instructor. If the decision on remedy or sanction was referred to the AI Lead (see section 3.4.4), the appeal cannot be submitted until a remedy or sanction is assigned. In such cases, the appeal must be submitted within 10 business days of the date that the notice of the remedy or sanction imposed was emailed to the student by the AI Lead. The student’s appeal submission must clearly state whether the student is appealing the finding, the remedy or sanction, or both. The student must explain the reason(s) for their appeal, based on one or more of the Grounds for Appeal set out in section 4.1. The submission must include the Finding form, the remedy or sanction decision (if separate from the Finding form) and any other documents necessary to establish the grounds for the appeal. If the student does not wish to meet with the appeal decision-maker and the instructor, the student must so indicate in their appeal submission, and the appeal shall then proceed based on the written submissions.

FAS OLD 2.2.1 – Submission of the Appeal

Commented [JS2]: Guide should mention the use of FAS appeal form in addition to generic QUAIP instructions about what is to be included.
Appeals must be received in the Faculty Office within 21 calendar days of the initial decision by the instructor that is being appealed. In cases where a delay is needed on either side, there will be written notification of the delay and the reasons for the delay.

An appeal fee must also be submitted with the appeal documents.

Students must complete the Associate Dean (Academic) Appeal form, stating whether they are challenging the finding, the sanction or both aspects of the departure.

All documents used by the instructor and student in the initial decision must be included as part of the submission. Further the student should include a letter, responding to the decision by the instructor and outlining the specific concerns he or she has with the decision.

2.3.2 Reviewing the Appeal

Refer to Queen's University Academic Integrity Procedures section 4.3.2

QUAIP 4.3.2 Initial Review by the Appeal Decision-Maker

The appeal decision-maker shall review the student's appeal submission and determine if it contains new evidence that, through no fault or omission of the student, was not known by or available to the student when the prior decision was made. No other new evidence shall be permitted.

4.3.2.1 Appeal Contains New Permitted Evidence

If a student's appeal contains new evidence that is permitted, the appeal decision-maker shall have no jurisdiction over the appeal and shall send the matter back to the previous decision-maker for reconsideration, unless:

- the delay of sending the matter to the prior decision-maker would be unduly prejudicial to the student; or
- the student's new evidence clearly demonstrates bias in the prior proceeding that otherwise cannot be remedied.

4.3.2.2 Appeal Contains No New Evidence
If the student’s appeal contains no new or permitted evidence, the appeal decision-maker shall provide the instructor with a copy of the student’s appeal submission and the instructor shall have an opportunity to provide a written response to the student’s appeal within 10 business days. The student must be provided with any response material from the instructor and shall have at least 5 business days to review this material before a meeting is held, or, if the student indicated that they do not want to meet, they shall have 5 business days after receiving the instructor’s response material to make additional written submissions to the appeal decision-maker.

**FAS OLD 2.2.2 – Review of Appeal Documentation**

In preparation for the review, the Associate Dean (Academic) may request additional relevant materials. If material in addition to that supplied by the student will be considered, the student must have at least 7 calendar days to review and respond to that material before a meeting is convened.

In a level 1 appeal, the “appeal decision-maker” is the Associate Dean (Academic).

In a level 2 appeal, the “appeal decision-maker” is the Academic Integrity and Conduct Panel.

**2.3.3 Meeting with the Student**

Refer to Queen’s University Academic Integrity Procedures section 4.3.3

**QUAIP 4.3.3 Meeting with the Student**

In most cases the appeal decision-maker will convene a meeting with the student, the instructor, and any witnesses, to conduct a thorough review of the evidence. If a meeting will be held, the AI Administrator shall schedule it as soon as reasonably possible. The student and the instructor may have a support person (see section 3.2.3) or an advisor present at the meeting. The AI Administrator shall ask who, if anyone, will be present with the student, and advise the student whether anyone will be present with the instructor. The AI Administrator shall also advise the student what material will be considered at the meeting. The student and instructor shall have the opportunity to respond to the evidence orally at the meeting.

**FAS OLD 2.2.3 – Convening a Meeting**
In most instances, the Associate Dean (Academic) will convene a meeting with the student (and his or her representative), the instructor (and his or her representative), and witnesses where appropriate, to conduct a thorough review of the evidence as it relates to the departure.

If, for any reason, the student does not wish to meet in person, he or she may indicate in writing that the written materials constitute sufficient material for the Associate Dean (Academic) to review.

Where it is decided that a meeting will occur, the Associate Dean (Academic) will notify the student and the instructor of the time and location of the meeting. The student will also be informed of the right to bring a representative and the names of those who will be present.

**FAS OLD 2.2.4 – Students' Right to Representation**

Students have the right to be accompanied by a Dispute Resolution Advisor to meet with the Associate Dean (Academic). If a student seeks formal legal representation, he or she should notify the Associate Dean (Academic) in advance. It will be expected that the student will normally be able to speak for him or herself at the meeting.

In a level 1 appeal, the “AI Administrator” is the Faculty of Arts and Science Academic Integrity Coordinator.

In a level 2 appeal, the “AI Administrator” is the Secretary of the Academic Integrity and Conduct Panel.

**2.3.4 Deciding the Appeal**

Refer to Queen's University Academic Integrity Procedures section 4.3.4

**QUAIP 4.3.4 Deciding the Appeal**

After a careful review of the evidence, the appeal decision-maker, can:

- **maintain or overturn** the instructor’s finding, if the student appealed the finding; and/or
- **maintain or modify** the remedy or sanction, if the student appealed the remedy or sanction.
In making decisions, the appeal decision-maker should recognize that primary responsibility for making decisions about individual students rests with those who are closest to them, who can fairly compare students to other students in similar positions, and who have knowledge of the context in which the decision is made. As such, if a finding of a departure from academic integrity is upheld on appeal, the judgment of the academic unit regarding the appropriate remedy or sanction should be respected by the appeal decision-maker unless the remedy or sanction is unreasonable in the circumstances.

2.3.5 Informing the Student and the Instructor

Refer to Queen's University Academic Integrity Procedures section 4.3.5

QUAIP 4.3.5 Informing the Student and the Instructor

Within 20 business days of the date upon which the appeal is considered complete, the appeal decision-maker must provide the student with a written decision, which shall include:

- a statement of the issues under review;
- a summary of the arguments and evidence presented;
- whether the finding will be maintained or overturned and/or whether the remedy or sanction will be maintained or modified;
- the reasons for the decision;
- if necessary, a statement of how the decision will be implemented;
- the student's right to appeal the decision, with an explanation of the next level of appeal and information or resources to consult about the process for filing an appeal; and
- the information on the website of the Office of the University Ombudsperson about student rights and responsibilities and University policies and procedures.

When the appeal decision-maker determines that a modification to a requirement to withdraw from the University or the rescinding of a degree is appropriate, the appeal decision-maker shall provide the Chair of the Academic Integrity Subcommittee with a copy of the decision.

The appeal decision-maker shall also inform the instructor of the outcome of the appeal and provide them with a copy of the decision.
All relevant documents related to the appeal, including the submitted work, correspondence, the Notice of Investigation and Finding forms, and the decision, must be forwarded to the AI Administrator to be placed in the appropriate Faculty/School Office file, and maintained and released in accordance with these Procedures and the University's authorized Records Retention Schedules (see section 1.7).

**FAS OLD 2.2.5 – The Decision of the Associate Dean (Academic)**

The Associate Dean (Academic) will make a decision according to the guidelines set out in Academic Regulation 1. The written decision must be framed within the language and context of the Academic Regulations and include:

1. A statement of the issues under review;
2. A summary of the arguments and evidence presented;
3. The status of the finding and sanction (whether they remain as in the previous decision or are altered);
4. The reasons for the decision; and
5. A statement of the right to proceed to the Academic Integrity and Conduct Panel.

The Associate Dean (Academic) will inform the student in writing of the decision, normally within 21 calendar days after the date at which the appeal is considered complete.

**2.4 Appeal to the Academic Integrity and Conduct Panel: Level 2**

A student may appeal the decision of the Associate Dean (Academic) regarding the finding of a departure from academic integrity, the remedy or the sanction, or both to the Academic Integrity and Conduct Panel.

Refer to Queen's University Academic Integrity Procedures section 4.4

**QUAIP 4.4 Second Level of Appeal to the Faculty/School (if Applicable)**

When a second level of appeal exists in the student's Faculty/School, a student may appeal the decision of the first-level appeal decision-maker to the second-level appeal decision-maker within 10 business days of the date that the first appeal decision was emailed to the student, using the process set out in section 4.3. When
a second level of appeal does not exist in the student’s Faculty/School, or when the
decision-mover to whom the appeal would normally be made was involved in
making the previous decision, the student may appeal the decision to the University
Student Appeal Board.

**FAS OLD 2.2.6 – Appealing the Decision of the Associate Dean (Academic)**

If the student is not satisfied with the decision reached by the Associate Dean
(Academic), the student can choose to proceed to the next stage of review by
appealing to the Academic Integrity and Conduct Panel.

A level 2 appeal uses the process set out in section 2.3.

In a level 2 appeal, the instructor as the original decision maker is replaced by the
Associate Dean (Academic).

**2.5 Appeal to the University Student Appeal Board (USAB)**

A student may appeal the final decision of Academic Integrity and Conduct Panel
regarding decision related to a finding from academic integrity, a remedy or
sanction, or both to the University Student Appeal Board (“the USAB”).

**2.5.1 Submission of the Appeal**

Refer to Queen's University Academic Integrity Procedures section 4.5.1

**QUAIP 4.5.1 Submission of the Appeal**

Appeals must be submitted to the USAB within two weeks after the date that the
last decision of the Faculty/School was emailed to the student. During exam or
holiday periods the Chair of the USAB will normally grant an extension of time for
filing an appeal but only if the student submitted a written extension request to the
Chair of the USAB within the original time limit for filing an appeal.

The student may appeal to the USAB based on one or more of the Grounds for
Appeal to USAB stipulated in the Senate **Student Academic Appeals Policy**. The
student must follow the **Starting an Appeal** procedure set out in the **Rules of
Procedure for the University Student Appeal Board**.
The Office of the University Ombudsperson can provide guidance to the student with respect to the appeal process for the USAB.

The instructor or appeal decision-maker may consult with the University’s Legal Counsel about responding to an appeal to the USAB.

**FAS OLD 2.4 – Appeal to the University Student Appeal Board (USAB)**

2.4.1 – Submission of the Appeal

Appeals to USAB must be received in writing within two weeks of having received a decision from the Academic Integrity and Conduct Panel. Students should contact the University Ombudsman to be informed of the appeal process.

2.4.2 – Matters that may be Appealed to USAB

If a student believes that there are reasons for an appeal on other than academic grounds, the student may set in motion the system for handling appeals as recorded in the Senate *Policy on Student Appeals, Rights and Discipline*, by appealing to the University Student Appeal Board.
Section 3: Petitions and Appeals on Matters Other than Those Related to Academic Integrity

3.1 Levels of Petitions and Appeals

There are three levels of petitions and appeals within the Faculty of Arts and Science:
- The instructor;
- The Office of the Associate Dean (Academic); and
- The Board of Studies.

These levels of appeal deliver a decision addressing the academic issues raised in the case. Information on these appeals is available from the Arts and Science website, as well as the Arts and Science Faculty Office.

3.2 Petitions to the Instructor

3.2.1- Matters that may be Petitioned

The following matters may be petitioned to the instructor:

1. To request an informal review of instructors’ decisions on grading of term work or final examinations (see Petitions and Appeals of Academic Decisions 3.3.6); and
2. To request to write the final examination for a class at a later time than formally scheduled (see Academic Regulation 8).

3.2.2 – Submitting the Petition

Students must contact the instructor by email to communicate the nature of their request and other relevant information to ensure that the instructor is aware of all the facts which the student believes are pertinent to the decision. This should be done as early as possible and must be done within 15 business days of communication of the decision to the student.

3.2.3 – The Decision of the Instructor

The instructor will normally give a reconsidered decision within 15 business days of receiving the additional information that the student has presented.
3.2.4 – Appealing the Decision of the Instructor

A student may submit a petition to the Associate Dean (Academic) to facilitate a formal review of instructors’ decisions on grading of term work or final examinations. (see Academic Petitions and Appeals 3.3.6)

The decision of the instructor regarding the petition to write the final examination at a later time than formally scheduled cannot be appealed.

3.3 Petitions to the Associate Dean (Academic): Level 1

In some cases, students may submit a petition to the Office of the Associate Dean (Academic) to request that certain academic regulations be waived.

3.3.1 Matters that may be Petitioned

3.3.1.1 – To Add a Class after the Last Official Date for Adding Classes

A petition to add a class late must clearly demonstrate the significant extenuating circumstances, beyond the student’s control, which prevented them from making the addition by the deadline, as indicated in the Faculty’s Sessional Dates. A medical certificate or other documentation that outlines how the personal extenuating circumstances hindered the student’s ability to add the class prior to the deadline should be provided with the petition.

A petition to add a class late must have support from the Undergraduate Chair of the relevant department and from the class instructor.

If the class was full prior to the deadline and a wait list existed for the class, the student must have been at or near the top of the wait list for the class in order for the petition to be considered.

An appeal to add a class late must be submitted within 10 business days of the deadline to add a class for the specified term.

3.3.1.2 – To Drop a Class after the Last Official Date for Dropping Classes

A petition to drop a class late must clearly demonstrate the significant extenuating circumstances, beyond the student’s control, which prevented them from dropping
the class by the deadline, as indicated in the Faculty's Sessional Dates. A medical certificate or other documentation that outlines how the personal extenuating circumstances hindered the student's ability to drop the class prior to the deadline should be provided with the petition.

If the petition is successful, a grade of DR will be placed on the transcript. A student may not appeal to remove a DR grade from the transcript.

Classes in which a student has received a passing grade may not be dropped. Instead, students with extenuating circumstances should consider an appeal for credit (CR) standing (see Academic Regulation 10).

Students may not appeal to drop a class in which there is a pending investigation of a departure from academic integrity, or a finding of a departure from academic integrity that has resulted in a failure in the class.

A petition to drop a class must be submitted within one year of the end of the term in which the class was offered.

3.3.1.3 – To Request Aegrotat Standing in a Course

Aegrotat standing is reserved for a course in which a student who, because of illness or other extenuating circumstances beyond their control, is unable to complete all the work of the class. At least 60 per cent of the work to be evaluated in the class (assignments, midterms, laboratories, final examination, as specified in the class syllabus) must be completed. A medical certificate or other documentation that outlines how the personal extenuating circumstances affected the student's academic performance must be provided with the petition.

As part of the petition decision process, the instructor must assert that the student has met all of the course learning outcomes. If this request is granted, the instructor will be asked to provide an estimated final grade (see Academic Regulation 10).

A petition for aegrotat standing must be submitted within one year of the end of the term in which the class was offered.
A student with extenuating circumstances who may be able to complete the remaining work in a class should consider a petition to extend the deadline to submit incomplete work or complete a deferred exam instead.

A student may be granted aegrotat or credit standing for a maximum of 36.0 units over the course of an entire degree program (see Academic Regulation 10).

3.3.1.4 – To Request Credit (CR) Standing in a Course

Credit standing is reserved for a course in which a student who has completed all of the work of the class, including the final examination, and achieved a passing grade in the class, but due to illness or other extenuating circumstances beyond their control, earned a substantially lower grade than might have been expected. Normally CR standing is only awarded for a grade of C or lower. A medical certificate or other documentation outlining how the personal extenuating circumstances affected the student’s academic performance must be provided with the petition (see Academic Regulation 10).

An petition for credit standing must be submitted within one year of the end of the term in which the class was offered.

A student may be granted aegrotat or credit standing for a maximum of 36.0 units over the course of an entire degree program (see Academic Regulation 10).

3.3.1.5 – To Request an Extension of the Deadline to Submit Incomplete Work or to Complete a Deferred Examination in a Class

As outlined in Academic Regulation 10, a student affected by extenuating circumstances may ask the course instructor for incomplete standing (IN), or that the final examination be delayed, for up to one full term after the completion of a class. If this request is granted, any further request to submit incomplete work or to write a final examination after that term has elapsed must be made through a petition to the Associate Dean (Academic). A medical certificate or other documentation outlining how the personal extenuating circumstances prevented the student from completing the outstanding work or writing the examination by the end of the next term must be provided with the petition.
The instructor will be consulted for their agreement to a further extension and stating a revised final date for completion of the course work in question or the final examination must also be included.

Normally such requests are considered if the student has participated actively in the class and only one or two elements of the course work have not been completed due to extenuating circumstances beyond the student’s control.

Students with extenuating circumstances who have been unable to complete the majority of the work in a class should consider a petition to drop a class after the deadline rather than an extension of the deadline to submit incomplete work.

An appeal for the extension of the deadline to submit incomplete work or to complete a deferred examination beyond one term must be submitted prior to the deadline for the submission of incomplete work. Normally, the deadline for the submission of incomplete work is the end of one term after the course was taken.

3.3.1.6 – To Facilitate a Formal Review of Instructors’ Decisions on Grading of Term Work and/or Final Examinations

A student may petition for a formal review of a grade assigned in a course subject to the marking scheme set out by the course instructor(s). No final course grades can be reviewed, only grades on individual assessments.

For the Associate Dean (Academic) to facilitate a formal review, the student must

1. Have received the decision of an informal review of the work by the instructor (see Academic Petitions and Appeals 3.2.1)
2. Demonstrate that at least one of the following grounds apply:
   a. That the instructor did not adhere to the syllabus or the assignment instructions
   b. That there was bias, error, or a discrepancy in marking
   c. That the decision of the instructor in reviewing the work was not reasonable or did not follow procedural or relational fairness

This request must be made within 15 business days of receiving the instructor’s decision in the informal review.

Assessments that are not eligible for formal review include participation, oral presentation, live performances, group work, or any other practical, graded
assessment that cannot be objectively reviewed after the fact by a third party. Grades assigned by peer review are also not eligible for formal review.

As part of the formal review, the Associate Dean (Academic) will forward the work to be reviewed to the Department Head or delegate with a request to facilitate the review. The Head (or delegate) will appoint two qualified reviewers. One of the two reviewers is normally the original instructor; however if the instructor is not available, or if the student can demonstrate bias or other conflict on the part of the original instructor, the Department Head (or delegate) may appoint any two reviewers with good knowledge of the course material. In such cases the original instructor may be asked to provide any documentation relevant to the review. Each reviewer will independently read the term work or examination. Where possible, the student's identity will remain confidential from the reviewers (names and student numbers will be removed from the term work or examination). In matters where there is a discrepancy in grades between the reviewers, the Department Head (or delegate) will arbitrate the final grade, and will report the grade to the Office of the Associate Dean (Academic), usually within 10 business days of receiving the request. The Associate Dean (Academic) will then send the result of the review—the reconsidered grade—to the student.

The reconsidered grade, which may be higher than or remain unchanged from the original grade, may not be appealed.

3.3.1.7 – To Request to Complete Any Part of the Third or Fourth Year of an Honours Degree Program at another University (Fall/Winter Session)

Normally the last two years of the honours degree are taken in the Faculty of Arts and Science at Queen's. Students in good academic standing (i.e. on a degree program with a minimum cumulative GPA of 1.60) may spend the third or fourth year of an honours program at another university with the written permission of the department(s) of concentration and the Associate Dean (Academic). The student's petition should directly address how courses taken at another university will fulfill the concentration requirements.

If approved, the student must obtain a Letter of Permission from the Arts and Science Faculty Office prior to enrolling in courses at another university (see Academic Regulation 14). Students should be aware that the petition process can take up to 15 business days and the application process for the Letter of Permission can take two to three weeks. In addition, should the petition be
approved and the Letter of Permission granted, students must then meet the host university's admission deadlines.

3.3.1.8 – To Request to Waive a Requirement to Withdraw for One Year

A petition requesting that a requirement to withdraw be waived must clearly demonstrate how significantly extenuating circumstances, beyond the student's control, affected their academic performance. In cases where the extenuating circumstances have been temporary, the student should indicate and document how the circumstances have been overcome and why the student is confident that they will not continue to be a factor in academic performance. In cases where the extenuating circumstances are ongoing rather than temporary, the student should also indicate and document how these personal challenges will be managed if the requirement to withdraw is waived. A medical certificate or other official documentation that demonstrates the impact of the extenuating circumstances must be provided with the petition.

If the requirement to withdraw is waived, the Associate Dean (Academic) may impose conditions governing the student's subsequent registration. In these cases, at the discretion of the Associate Dean (Academic), the student's registration status may be changed from full-time to part-time, or the student may be required to seek the permission of the Associate Dean (Academic) in order to enrol in classes.

An appeal of the requirement to withdraw must be submitted within 15 business days of the receipt of the letter from the Associate Dean (Academic) informing the student of the decision that the student must withdraw.

In all cases a notation indicating the requirement to withdraw will remain on the transcript, in accordance with the Senate's Policy on Transcript Terminology for Students Withdrawing from Queen's University. If the requirement to withdraw is waived, then a notation to that effect shall be added to the transcript.

3.3.1.9 – To Request to Waive a Requirement to Withdraw for a Minimum of Three Years

A petition requesting that a requirement to withdraw be waived must clearly demonstrate how significantly extenuating circumstances, beyond the student's control, affected their academic performance. In cases where the extenuating circumstances have been temporary, the student should indicate and document
how the circumstances have been overcome and why the student is confident that they will not continue to be a factor in academic performance. In cases where the extenuating circumstances are ongoing rather than temporary, the student should also indicate and document how these personal challenges will be managed if the requirement to withdraw is waived. A medical certificate or other official documentation that demonstrates the impact of the extenuating circumstances must be provided with the petition. If a lesser sanction is imposed, the requirement to withdraw notation will be removed from the transcript.

If a student is within 12.0 units of completion of a degree, that student's case will be reviewed by the Associate Dean (Academic) who may impose a lesser sanction. In exceptional circumstances, the continuation of academic probation may be imposed by the Associate Dean (Academic) as an alternative to requiring a student to withdraw. The special conditions which the student must meet in such instances will be determined by the Associate Dean (Academic) on an individual basis. (see Academic Regulation 13). If a lesser sanction is imposed, the requirement to withdraw notation will be removed from the transcript.

If the requirement to withdraw is waived, the Associate Dean (Academic) may impose conditions governing the student's subsequent registration. In these cases, at the discretion of the Associate Dean (Academic), the student’s registration status may be changed from full-time to part-time, or the student may be required to seek the permission of the Associate Dean (Academic) in order to enrol in classes.

A petition of the requirement to withdraw must be submitted within 15 business days of the receipt of the letter from the Associate Dean (Academic) informing the student of the decision that the student must withdraw. Further appeals to the Office of the Associate Dean (Academic) for a requirement to withdraw for a minimum of three years will not be entertained until the full three years have elapsed.

In all cases a notation indicating the requirement to withdraw will remain on the transcript, in accordance with the Senate's Policy on Transcript Terminology for Students Withdrawing from Queen's University. If the requirement to withdraw is waived, then a notation to that effect shall be added to the transcript.

3.3.2 – Submitting a Petition
Students must complete the Associate Dean (Academic) online petition form and include a letter outlining the nature of their concerns. The student must clearly explain the extenuating circumstances and their impact upon the student. The appropriate supporting documentation must be appended to the petition.

3.3.3 – Reviewing the Petition

As part of the petition review process, instructors, department administrators or other persons who have provided information contained in the petition may be contacted to confirm or respond to statements presented in the petition. If material in addition to that supplied by the student will be considered, the student will be advised of this material and will be given an opportunity to review and respond to that material.

3.3.4 – Deciding the Petition

In general, with the exception of petitions related to grading of term work or final examinations where other criteria will apply, petitions to the Associate Dean (Academic) are only granted where there are significant extenuating circumstances, beyond the student's control, that would merit the waiving of a particular Faculty regulation or decision.

The Office of the Associate Dean (Academic) will inform the student in writing of the decision, normally within 15 business days after the date at which the petition is considered complete.

3.4 Grounds for Appeal

The grounds for submitting an appeal are limited to cases in which:

i. The decision-maker whose decision is being appealed failed to act in accordance with the rules of procedural fairness. A breach of procedural fairness includes failing to:

- permit a student to be heard by an unbiased decision-maker;
- follow applicable rules, regulations, or University policy, in a way that adversely affected a student’s right to a fair process;
- make a reasonable decision. A “reasonable” decision is one that is rational in that its findings are based on evidence, thought out and supported by facts
and logical inferences from findings of fact. To be reasonable, the decision must contain adequate reasons for the conclusions. A decision should not be overturned if it falls within a range of possible, acceptable outcomes. If the decision is “reasonable”, the decision-maker deciding the appeal is not permitted to substitute their opinion for that of the decision-maker whose decision is under appeal.

ii. The decision-maker whose decision is being appealed acted without, or exceeded their, jurisdiction.

3.5 Appeals to the Board of Studies (Level 2)

A student may appeal the petition decision of the Associate Dean (Academic) to the Board of Studies.

The decisions of the Associate Dean (Academic) on matters related to appeals of grading of term work or final examinations are final.

3.5.1 – Submitting the Appeal

Appeals must be submitted to the Faculty of Arts and Science Board of Studies Secretary within 10 business days of the date that the petition decision letter was emailed to the student by the Faculty Office.

Students must complete the Board of Studies appeal form and include a letter that addresses the written statements made by the Associate Dean (Academic) in denying the petition. The student must explain the reason(s) for their appeal, based on one or more of the Grounds for Appeal set out in 3.3.

All letters and documentation considered by the Associate Dean (Academic) in reaching a decision will be forwarded to the Board of Studies.

3.5.2 - Initial Review by the Associate Dean (Academic)

The Associate Dean (Academic) shall review the student's appeal submission and determine if it contains new evidence that, through no fault or omission of the student, was not known by or available to the student when the prior decision was made. No other new evidence shall be permitted.

3.5.3 - Appeal Contains New Permitted Evidence
If a student's appeal contains new evidence that is permitted, the Board of Studies shall have no jurisdiction over the appeal and shall send the matter back to the Associate Dean (Academic) for reconsideration, unless:

- the delay of sending the matter to the prior decision-maker would be unduly prejudicial to the student; or
- the student's new evidence clearly demonstrates bias in the prior proceeding that otherwise cannot be remedied.

### 3.5.4 - Appeal Contains No New Evidence

If the student's appeal contains no new or permitted evidence, the Board of Studies shall provide the Associate Dean (Academic) with a copy of the student's appeal submission and the Associate Dean (Academic) shall have an opportunity to provide a written response to the student's appeal within 10 business days. The student must be provided with any response material from the Associate Dean (Academic) and shall have at least 5 business days to review this material before a meeting is held, or, if the student indicated that they do not want to meet, they shall have 5 business days after receiving the Associate Dean (Academic)'s response material to make additional written submissions to the Board of Studies.

### 3.5.5 - Meeting with the Student

If the student does not wish to meet with the Board of Studies and the Associate Dean (Academic), the student must so indicate in their appeal submission, and the appeal shall then proceed based on the written submissions.

If a meeting will be held, the Secretary of the Board of Studies shall schedule it as soon as reasonably possible. The student may have a support person (see SAAP sections 22 through 24) or an advisor present at the meeting. The Secretary of the Board shall ask who, if anyone, will be present with the student, and advise the student whether anyone will be present with the instructor. The Secretary of the Board shall also advise the student what material will be considered at the meeting. The student and the Associate Dean (Academic) shall have the opportunity to respond to the evidence orally at the meeting.

### 3.5.6 – Deciding the Appeal

After a careful review of the evidence, the Board of Studies, will act as a true appeal board to determine if the original decision maker failed to meet the standards of
procedural fairness or if the original decision maker exceeded their jurisdiction. (see section 3.3) If the appeal is found to meet these grounds, then the decision shall be overturned. If not, the original decision will be upheld.

The Board of Studies will inform the student in writing of the decision, normally within 10 business days after the date of the meeting of the Board of Studies to decide the appeal.

The decisions of the Board of Studies on academic matters are final (see SAAP).

3.6 – Appeals to the University Student Appeal Board (USAB)

In addition to the level(s) of appeal within each Faculty/School, the Senate Student Academic Appeals Policy establishes the University Student Appeal Board (“the USAB”), with jurisdiction to hear appeals where the decision impedes a student’s academic standing. (see SAAP section 42.i)

A student may appeal the final decision of the Board of Studies to the University Student Appeal Board (“the USAB”).

3.6.1 Submission of the Appeal

Appeals must be submitted to the USAB within 2 weeks after the date that the decision from the Board of Studies was emailed to the student. During exam or holiday periods the Chair of the USAB will normally grant an extension of time for filing an appeal but only if the student submitted a written extension request to the Chair of the USAB within the original time limit for filing an appeal.

The student may appeal to the USAB based on one or more of the Grounds for Appeal to USAB stipulated in the Senate Student Academic Appeals Policy. The student must follow the Starting an Appeal procedure set out in the Rules of Procedure for the University Student Appeal Board.

The Office of the University Ombudsperson can provide guidance to the student with respect to the appeal process for the USAB.

The instructor or appeal decision-maker may consult with the University’s Legal Counsel about responding to an appeal to the USAB.

3.7 – Limitations on Appeals
3.7.1 – Who may Appeal

Only students registered in the Faculty of Arts and Science are eligible to initiate an appeal using the Faculty’s appeal procedure (see the Senate Policy on Faculty Jurisdiction with Respect to Student Appeals of Academic Decisions).

Students who have graduated from the Faculty of Arts and Science are not eligible to submit an appeal of any kind after 15 business of the conferral of their degree. For a spring graduation, degrees are conferred on 1 June.

3.7.2 – Appealing a Deadline

Exceptions to the petition and appeal deadlines can only be granted in cases where extenuating circumstances beyond a student’s control render the student unable to submit a petition or appeal within the specified timeline. The student must be able to show that the extenuating circumstances were ongoing. The student must also be able to demonstrate that these circumstances prevented the student from acting between the time the original decision was received and the time at which the appeal was eventually initiated. Appeals of the regulation governing the timeline for appeals must be submitted in writing. An appeal of this type should include a presentation of the specific reasons for the delay and must include documents that support the reasons for this delay.

Subsequent appeals cannot be submitted for a term that has already been the subject of a previous appeal.

3.7.3 – Appealing the Same Matter

Once an appeal has been decided by the Board of Studies, students may not petition the same matter to the Associate Dean (Academic).
Section 3: Petitions and Appeals on Matters Other than Those Related to Academic Integrity

3.1 Levels of Petitions and Appeals

There are three levels of petitions and appeals within the Faculty of Arts and Science:

- The instructor;
- The Office of the Associate Dean (Academic); and
- The Board of Studies.

These levels of appeal deliver a decision addressing the academic issues raised in the case. Information on these appeals is available from the Arts and Science website, as well as the Arts and Science Faculty Office.

3.2 Petitions to the Instructor

3.2.1 - Matters that may be Petitioned to the Instructor

The following matters may be petitioned to the instructor:

1. To request an informal review of instructors' decisions on grading of term work or final examinations (see Petitions and Appeals of Academic Decisions 3.3.6 Appeal of Academic Decisions, section 3); and
2. To request to write the final examination for a class at a later time than formally scheduled (see Academic Regulation 8).

3.2.2 - Submitting the Petition

If an academic decision is questioned by a student, the student will first take up the matter informally with the instructor who made the decision, in order Students must contact the instructor by email to communicate the nature of their request and other relevant information to ensure that the instructor is aware of all the facts which the student believes are pertinent to the decision. This should be done as early as possible and must be done within 21 calendar days of communication of the decision to the student.

3.2.3 - The Decision of the Instructor
The instructor will normally give a reconsidered decision within 21 calendar\textit{business} days of receiving the additional information that the student has presented.

3.2.4 – Appealing the Decision of the Instructor

A student may submit a petition to the Associate Dean (Academic) to facilitate a formal review of instructors' decisions on grading of term work or final examinations. (see Academic Petitions and Appeals 3.3.6)

The decision of the instructor regarding the petition to write the final examination at a later time than formally scheduled cannot be appealed.

If a student is not satisfied with the decision of an instructor or a Department, an appeal may be made to the Office of the Associate Dean (Academic).

3.3 Appeals Petitions to the Office of the Associate Dean (Academic): Level 1

In some cases, students may submit a petition to the Office of the Associate Dean (Academic) to request that certain academic regulations be waived.

3.3.1 Matters that may be Petitioned\textit{Appealed}

3.3.1.1 – To Add a Class after the Last Official Date for Adding Classes

Students must be enrolled in a class to be eligible to attend or otherwise participate in lectures, laboratories, tutorials, tests, and examinations associated with the class (see Academic Regulation 6).

A petition\textit{Appeals} to add a class late must clearly demonstrate the significant extenuating circumstances, beyond the student's control, which prevented them\textit{him or her} from making the addition by the published deadline, as indicated in the Faculty's Sessional Dates. A medical certificate or other documentation that outlines how the personal extenuating circumstances hindered the student’s ability to add the class \textit{prior to theduring the published} deadlines should be provided with the petition\textit{letter of appeal}. 


The student must also petition to add a class late must have support from the Undergraduate Chair of the relevant department and from the class instructor.

If the class was full prior to the deadline and a wait list existed for the class, the student must have been at or near the top of the wait list for the class in order for the petition to be considered.

An appeal to add a class late must be submitted within 21 calendar days of the deadline to add a class for the specified term.

3.3.1.2 – To Drop a Class after the Last Official Date for Dropping Classes

A petition to drop a class late must clearly demonstrate the significant extenuating circumstances, beyond the student’s control, which prevented them from dropping the class by the published deadline, as indicated in the Faculty’s Sessional Dates, Academic Dates. A medical certificate or other documentation that outlines how the personal extenuating circumstances hindered the student’s ability to drop the class during the published deadlines must be provided with the petition-letter of appeal.

If the petition is successful, a grade of DR will be placed on the transcript. If the appeal is unsuccessful, the final grade earned will remain on the transcript. A student may not appeal to remove a DR grade from the transcript.

Students should be aware that if there are extenuating circumstances, other options are available in place of a DR grade, particularly when some or all of the coursework has been completed. These include Incomplete status (IN), Credit status (CR) or an Aegrotat grade in the class.

Note that classes in which a student has received a passing grade may not be dropped. Instead, students with extenuating circumstances should consider an appeal for credit (CR) standing (see Academic Regulation 10).

Students may not appeal to drop a class in which there is a pending investigation of a departure from academic integrity, or a finding of a departure from academic integrity that has resulted in a failure in the class.
An *petition* appeal to drop a class must be submitted by the end of the subsequent term to the term in which the class was offered.

### 3.3.1.3 – To Request Aegrotat Standing in a Course

Aegrotat standing is reserved for a *course in which* a student who, because of illness or other extenuating circumstances beyond their control, is unable to complete all the work of the class. At least 60 per cent of the work to be evaluated in the class (assignments, midterms, laboratories, final examination, as specified in the class syllabus) must be completed. A medical certificate or other documentation that outlines how the personal extenuating circumstances affected the student's academic performance must be provided with the *petition* letter of appeal.

As part of the *petition decision process* appeal the instructor(s) involved must indicate whether they assert that the student has demonstrated an understanding of the course material and met all of the course learning outcomes. If this request is granted, the instructor(s) will be asked to provide an estimated final grade (see *Academic Regulation* 10).

A *petition* appeal for aegrotat standing must be submitted by the end of the subsequent term to within one year of the end of the term in which the class was offered.

A student with extenuating circumstances who may be able to complete the remaining work in a class should consider a petition to extend the deadline to submit incomplete work or complete a deferred exam instead.

A student may be granted aegrotat or credit standing for a maximum of 36.0 units over the course of an entire degree program (see *Academic Regulation* 10).

### 3.3.1.4 – To Request Credit (CR) Standing in a Course

Credit standing is reserved for a *course in which* a student who has completed all of the work of the class, including the final examination, and achieved a passing grade in the class, but due to illness or other extenuating circumstances beyond his or
her their control, earned a substantially lower grade than might have been expected. Normally CR standing is only awarded for a grade of C or lower. A medical certificate or other documentation outlining how the personal extenuating circumstances affected the student’s academic performance must be provided with the petition letter of appeal (see Academic Regulation 10).

An petition appeal for credit standing must be submitted within one year by the end of the end of subsequent term to the term in which the class was offered.

A student may be granted aegrotat or credit standing for a maximum of 36.0 units over the course of an entire degree program (see Academic Regulation 10).

3.3.1.5 – To Request an Extension of the Deadline to Submit Incomplete Work or to Complete a Deferred Examination in a Class

As outlined in Academic Regulation 10, a student affected by extenuating circumstances may ask the course instructor for incomplete standing (IN), or that the final examination be delayed, for up to one full term after the completion of a class. If this request is granted, any further request to submit incomplete work or to write a final examination after that term has elapsed must be made through a petition formal appeal to the Associate Dean (Academic). A medical certificate or other documentation outlining how the personal extenuating circumstances prevented the student from completing the outstanding work or writing the examination by the end of the next term must be provided with the petition letter of appeal.

The instructor will be consulted for their agreement. A note from the instructor agreeing to a further extension and stating a revised final date for completion of the course work in question or the final examination must also be included.

Normally such requests are considered if the student has participated actively in the class and only one or two elements of the course work have not been completed due to extenuating circumstances beyond the student’s control.

Students with extenuating circumstances who have been unable to complete the majority of the work in a class should consider a petition appeal to drop a class after the deadline rather than an extension of the deadline to submit incomplete work.
An appeal for the extension of the deadline to submit incomplete work or to complete a deferred examination beyond one term must be submitted prior to the deadline for the submission of incomplete work. Normally, the deadline for the submission of incomplete work is the end of one term after the course was taken, made by the end of the term following that in which the incomplete work was to be submitted or the deferred examination was to be written.

3.3.1.6 - To Request Facilitate a Formal Review of Instructors’ Decisions on Grading of Term Work and/or Final Examinations

A student may request petition for a formal review of any grade assigned in a course subject to the marking scheme set out by the course instructor(s). No final course grades can be reviewed, only grades on individual assessments. As a first step, the student must request an informal review with the instructor concerned, and instructors are strongly encouraged to consent. If the informal review process is unsuccessful, the student may ask for the assistance of the Office of the Associate Dean (Academic) in order to facilitate a review through an appeal to the Associate Dean (Academic).

For the Associate Dean (Academic) to facilitate a formal review, the student must
1. Have received the decision of an informal review of the work by the instructor (see Academic Petitions and Appeals 3.2.1)
2. Demonstrate that at least one of the following grounds apply:
   a. That the instructor did not adhere to the syllabus or the assignment instructions
   b. That there was bias, error, or a discrepancy in marking
   c. That the decision of the instructor in reviewing the work was not reasonable or did not follow procedural or relational fairness

As part of the appeal request, the student should:
1. Clearly articulate grounds for reconsideration and identify specifically the substance of an answer where the student feels the mark given was not evaluated fully, for example:
   a. Show, in an objective answer, that a correct answer has been counted as incorrect;
   b. Show, in a subjective or essay answer, that the response has been under-evaluated substantially; and
2. Provide relevant documentation to support the appeal (i.e. class notes, etc.).
This request must be made within 21 calendar days of receiving the instructor's decision in the informal review.

Assessments that are not eligible for formal review include participation, oral presentation, group work, or any other practical, graded assessment that cannot be objectively reviewed after the fact by a third party. Grades assigned by peer review are also not eligible for formal review.

It is the responsibility of the student to preserve all exercises, papers, reports and other graded material for the course and to submit these materials with the appeal. In any formal appeal of term work, the student must accept the responsibility for ensuring that the work presented for reassessment is in fact the original term work submitted for evaluation (see Academic Regulation 11).

As part of the formal review, the Associate Dean (Academic) will forward the term work or examination in question to be reviewed to the Department Head or delegate of the relevant academic unit with a request to facilitate the review. The Head (or delegate) will by appointing two qualified reviewers, on behalf of the Office of the Associate Dean (Academic). One of the two reviewers is normally the original instructor; however if the instructor is not available, or if the student can demonstrate bias or other conflict on the part of the original instructor, the Department Head (or delegate)/Director may appoint any two reviewers with good knowledge of the course material. In such cases the original instructor may be asked to provide any documentation relevant to the review. Each reviewer will independently reread the term work or examination. Where possible, the student's identity will remain confidential from the reviewers (names and student numbers will be removed from the term work or examination). In matters where there is a discrepancy in grades between the reviewers, the Department Head (or delegate)/Director will arbitrate the final grade, and will report the grade to the Office of the Associate Dean (Academic), usually within 21 calendar days of receiving the request. The Associate Dean (Academic) will then send the result of the review—the reconsidered grade—to the student.

The reconsidered grade, which may be higher than or remain unchanged from the original grade, may not be further appealed to the Board of Studies, as the Board has no academic jurisdiction.

3.3.1.7 – To Request to Complete Any Part of the Third or Fourth Year of an Honours Degree Program at another University (Fall/Winter Session)
Normally the last two years of the honours degree are taken in the Faculty of Arts and Science at Queen's. Students in good academic standing (i.e. on a degree program with a minimum cumulative GPA of 1.60) may spend the third or fourth year of an honours program at another university with the written permission of the department(s) of concentration and the Associate Dean (Academic). The student's petition should directly address how courses taken at another university will fulfill the concentration requirements.

If approved, the student must obtain a Letter of Permission from the Arts and Science Faculty Office prior to enrolling in courses at another university (see Academic Regulation 14). Students should be aware that the petition process can take up to 21 calendar business days and the application process for the Letter of Permission can take two to three weeks. In addition, should the petition be approved and the Letter of Permission granted, students must then meet the host university's admission deadlines.

### 3.3.1.8 - To Request to Waive a Requirement to Withdraw for One Year

A petition requesting that a requirement to withdraw be waived must clearly demonstrate how significantly extenuating circumstances, beyond the student's control, affected their academic performance. In cases where the extenuating circumstances have been temporary, the student should indicate and document how the circumstances have been overcome and why the student is confident that they will not continue to be a factor in academic performance. In cases where the extenuating circumstances are ongoing rather than temporary, the student should also indicate and document how these personal challenges will be managed if the requirement to withdraw is waived. A medical certificate or other official documentation that demonstrates the impact of the extenuating circumstances must be provided with the petition letter of appeal.

If the requirement to withdraw is waived, the Associate Dean (Academic) may impose conditions governing the student's subsequent registration. In these cases, at the discretion of the Associate Dean (Academic), the student's registration status may be changed from full-time to part-time, or the student may be required to seek the permission of the Associate Dean (Academic) in order to enrol in classes.
An appeal of the requirement to withdraw must be submitted within 15 business calendar days of the receipt of the letter from the Associate Dean (Academic) informing the student of the decision that the student must withdraw.

In all cases a notation indicating the requirement to withdraw will remain on the transcript, in accordance with the Senate's Policy on Transcript Terminology for Students Withdrawing from Queen's University. If the requirement to withdraw is waived, then a notation to that effect shall be added to the transcript.

3.3.1.9 – To Request to Waive a Requirement to Withdraw for a Minimum of Three Years

A petition requesting that a requirement to withdraw be waived must clearly demonstrate how significantly extenuating circumstances, beyond the student's control, affected their academic performance. In cases where the extenuating circumstances have been temporary, the student should indicate and document how the circumstances have been overcome and why the student is confident that they will not continue to be a factor in academic performance. In cases where the extenuating circumstances are ongoing rather than temporary, the student should also indicate and document how these personal challenges will be managed if the requirement to withdraw is waived. A medical certificate or other official documentation that demonstrates the impact of the extenuating circumstances must be provided with the petition. If a lesser sanction is imposed, the requirement to withdraw notation will be removed from the transcript.

If a student is within 12.0 units of completion of a degree, that student's case will be reviewed by the Associate Dean (Academic) who may impose a lesser sanction. In exceptional circumstances, the continuation of academic probation may be imposed by the Associate Dean (Academic) as an alternative to requiring a student to withdraw. The special conditions which the student must meet in such instances will be determined by the Associate Dean (Academic) on an individual basis. (see Academic Regulation 13). If a lesser sanction is imposed, the requirement to withdraw notation will be removed from the transcript.

If the requirement to withdraw is waived, the Associate Dean (Academic) may impose conditions governing the student's subsequent registration. In these cases, at the discretion of the Associate Dean (Academic), the student's registration status may be changed from full-time to part-time, or the student may be required to seek the permission of the Associate Dean (Academic) in order to enrol in classes.
A petition of the requirement to withdraw must be submitted within 15 business days of the receipt of the letter from the Associate Dean (Academic) informing the student of the decision that the student must withdraw. Further appeals to the Office of the Associate Dean (Academic) for a requirement to withdraw for a minimum of three years will not be entertained until the full three years have elapsed.

In all cases a notation indicating the requirement to withdraw will remain on the transcript, in accordance with the Senate's Policy on Transcript Terminology for Students Withdrawing from Queen's University. If the requirement to withdraw is waived, then a notation to that effect shall be added to the transcript.

3.3.2 – Submitting a Petition of the Appeal

Appeals must be received in the Faculty Office as soon as possible after receipt of the decision that is being appealed, and no later than the relevant deadline specified in Appeal Regulation 3.2.2, Timeline of Appeals. Students must complete the Associate Dean (Academic) online petition form and include a letter outlining the nature of their concerns. The student must clearly explain the extenuating circumstances and their impact upon the student. The appropriate supporting documentation must be appended to the petition.

3.3.3 – Reviewing the Petition of Appeal Documentation

As part of the petition review process, instructors, department administrators or other persons who have provided information contained in the petition may be contacted to confirm or respond to statements presented in the petition. If material in addition to that supplied by the student will be considered, the student will be advised of this material and will be given an opportunity to review and respond to that material.

In cases where facts are in dispute or there are issues of credibility, the student or the Associate Dean (Academic) may request a meeting in addition to the written appeal. Students have the right to be accompanied by a Dispute Resolution Advisor to meet with the Associate Dean (Academic). If a student seeks formal legal representation, he or she should notify the Associate Dean (Academic) in advance.

3.3.4 – Deciding the Petition The Decision of the Associate Dean (Academic)
In general, with the exception of petitions related to grading of term work or final examinations where other criteria will apply, petitions to the Associate Dean (Academic) are only granted where there are significantly extenuating circumstances, beyond the student's control, that would merit the waiving of a particular Faculty regulation or decision.

The Office of the Associate Dean (Academic) will inform the student in writing of the decision, normally within 15 business days after the date at which the petition is considered complete.

3.4 Grounds for Appeal

The grounds for submitting an appeal are limited to cases in which:

i. The decision-maker whose decision is being appealed failed to act in accordance with the rules of procedural fairness. A breach of procedural fairness includes failing to:

- permit a student to be heard by an unbiased decision-maker;
- follow applicable rules, regulations, or University policy, in a way that adversely affected a student's right to a fair process;
- make a reasonable decision. A “reasonable” decision is one that is rational in that its findings are based on evidence, thought out and supported by facts and logical inferences from findings of fact. To be reasonable, the decision must contain adequate reasons for the conclusions. A decision should not be overturned if it falls within a range of possible, acceptable outcomes. If the decision is “reasonable”, the decision-maker deciding the appeal is not permitted to substitute their opinion for that of the decision-maker whose decision is under appeal.

ii. The decision-maker whose decision is being appealed acted without, or exceeded their, jurisdiction.

3.5 Appeals to the Board of Studies (Level 2)

A student may appeal the petition decision of the Associate Dean (Academic) to the Board of Studies.
Decisions pertaining to a Formal Review of Instructors’ Decisions on Grading of Term Work or Final Examinations (see Appeal Regulation 3.2.6) may not be appealed.

The decisions of the Associate Dean (Academic) on matters related to appeals of grading of term work or final examinations are final.

In all other cases, if the student is not satisfied with the decision reached by the Associate Dean (Academic), the student can choose to proceed to the next stage of review by appealing to the Board of Studies.

3.5.1 - Submission of the Appeal

Appeals must be submitted to the Faculty of Arts and Science Board of Studies Secretary Office as soon as possible, but no later than 21 calendar days of the date that the decision was emailed to the student by the Faculty Office of the Associate Dean (Academic). There is no fee for the appeal to the Board of Studies.

Students must complete the Board of Studies appeal form and include a letter that addresses the written statements made by the Associate Dean (Academic) in denying the petition. The student must explain the reason(s) for their appeal, based on one or more of the Grounds for Appeal set out in 3.3 appeal.

All letters and documentation considered by the Associate Dean (Academic) in reaching a decision will be forwarded to the Board of Studies.

3.5.2 - Initial Review by the Associate Dean (Academic)

The Associate Dean (Academic) shall review the student’s appeal submission and determine if it contains new evidence that, through no fault or omission of the student, was not known by or available to the student when the prior decision was made. No other new evidence shall be permitted.

3.5.3 - Appeal Contains New Permitted Evidence

If a student’s appeal contains new evidence that is permitted, the Board of Studies shall have no jurisdiction over the appeal and shall send the matter back to the Associate Dean (Academic) for reconsideration, unless:
• the delay of sending the matter to the prior decision-maker would be unduly prejudicial to the student; or
• the student's new evidence clearly demonstrates bias in the prior proceeding that otherwise cannot be remedied.

3.5.4 - Appeal Contains No New Evidence

If the student's appeal contains no new or permitted evidence, the Board of Studies shall provide the Associate Dean (Academic) with a copy of the student's appeal submission and the Associate Dean (Academic) shall have an opportunity to provide a written response to the student's appeal within 10 business days. The student must be provided with any response material from the Associate Dean (Academic) and shall have at least 5 business days to review this material before a meeting is held, or, if the student indicated that they do not want to meet, they shall have 5 business days after receiving the Associate Dean (Academic)'s response material to make additional written submissions to the Board of Studies.

3.5.5 - Meeting with the Student

If the student does not wish to meet with the Board of Studies and the Associate Dean (Academic), the student must so indicate in their appeal submission, and the appeal shall then proceed based on the written submissions.

If a meeting will be held, the Secretary of the Board of Studies shall schedule it as soon as reasonably possible. The student may have a support person (see SAAP sections 22 through 24) or an advisor present at the meeting. The Secretary of the Board shall ask who, if anyone, will be present with the student, and advise the student whether anyone will be present with the instructor. The Secretary of the Board shall also advise the student what material will be considered at the meeting. The student and the Associate Dean (Academic) shall have the opportunity to respond to the evidence orally at the meeting.

All letters and documentation considered by the Associate Dean (Academic) in reaching a decision will be forwarded to the Board of Studies.

No additional information should be supplied, as the role of the Board of Studies is to review the decision of the Associate Dean (Academic) based on the same information available to the Associate Dean (Academic) at the time the decision was made. If new material is included, the appeal will be redirected to the Associate
Dean (Academic) for reconsideration. After assessing new information, the
Associate Dean (Academic) may decide to overturn the previous decision or to
redirect the appeal to the Board of Studies for consideration.

3.1.3.3 – Review of Documentation

Students must have at least 7 calendar days to review and respond to the materials
under consideration by the Board of Studies.

In cases where facts are in dispute or there are issues of credibility, the student or
the Board of Studies may request an oral presentation, in addition to the written
appeal. Students have the right to be accompanied by a Dispute Resolution Advisor
to meet with the Board of Studies. If a student seeks formal legal representation, he
or she should notify the Board of Studies in advance.

3.5.6 – Deciding the Appeal

After a careful review of the evidence, the Board of Studies, will act as a true appeal
board to determine if the original decision maker failed to meet the standards of
procedural fairness or if the original decision maker exceeded their jurisdiction.
(see section 3.3) If the appeal is found to meet these grounds, then the decision
shall be overturned. If not, the original decision will be upheld.

The Board of Studies will inform the student in writing of the decision, normally
within 10 business21 calendar days after the date of the meeting of the Board of
Studies to decide the appeal.

The decisions of the Board of Studies on academic matters are final (see SAAP
Senate Policy on Student Appeals, Rights and Discipline).

In general, appeals to the Board of Studies are only granted where there are
significantly extenuating circumstances, beyond the student’s control, that would
merit the waiving of a particular Faculty regulation or decision

3.6 – Appeals to the University Student Appeal Board (USAB)

In addition to the level(s) of appeal within each Faculty/School, the Senate Student
Academic Appeals Policy establishes the University Student Appeal Board ("the
USAB”), with jurisdiction to hear appeals where the decision impedes a student’s academic standing. (see SAAP section 42.i)

A student may appeal the final decision of the Board of Studies to the University Student Appeal Board (“the USAB”).

3.6.1 Submission of the Appeal

Appeals to USAB must be received in writing within 2 weeks of having received after the date that the decision from the Board of Studies was emailed to the student. During exam or holiday periods the Chair of the USAB will normally grant an extension of time for filing an appeal but only if the student submitted a written extension request to the Chair of the USAB within the original time limit for filing an appeal.

The student may appeal to the USAB based on one or more of the Grounds for Appeal to USAB stipulated in the Senate Student Academic Appeals Policy. The student must follow the Starting an Appeal procedure set out in the Rules of Procedure for the University Student Appeal Board.

Students should contact the University Ombudsman to be informed of the appeal process.

3.1.4.2 – Matters that may be Appealed to USAB

If a student believes that there are reasons for an appeal on other than academic grounds, the student may set in motion the system for handling appeals as recorded in the Senate Policy on Student Appeals, Rights and Discipline, by appealing to the University Student Appeal Board.

The student may appeal to the USAB based on one or more of the Grounds for Appeal to USAB stipulated in the Senate Student Academic Appeals Policy. The student must follow the Starting an Appeal procedure set out in the Rules of Procedure for the University Student Appeal Board.

The Office of the University Ombudsman can provide guidance to the student with respect to the appeal process for the USAB.
The instructor or appeal decision-maker may consult with the University's Legal Counsel about responding to an appeal to the USAB.

3.7 – Limitations on Appeals

3.7.1 – Who may Appeal

Only students registered in the Faculty of Arts and Science are eligible to initiate an appeal using the Faculty's appeal procedure (see the Senate Policy on Faculty Jurisdiction with Respect to Student Appeals of Academic Decisions).

Students who have graduated from the Faculty of Arts and Science are not eligible to submit an appeal of any kind after 21 days of the conferral of their degree. For a spring graduation, degrees are conferred on 1 June.

3.2.2 – Timeline of Appeals

3.2.2.1 – 21-Day Appeal Timeline

There is a 21-day deadline to submit an appeal related to any of the following matters:

1. To add a course after the last official date for adding classes (see Academic Dates);
2. Instructors' decisions on grading of term work or final examinations (see Academic Regulation 11);
3. A requirement to withdraw (see Academic Regulation 13).

3.2.2.2 – Explanation of 21-Day Appeal Timeline

Any appeal of the academic matters listed above must be made within 21 calendar days of the decision under review. This timeline is in place for several reasons. First, the 21-day timeline offers students time to seek academic counselling, to write and submit an appeal, and to collect the supporting documents necessary to the appeal.

Second, the appeal timeline is in place to ensure that decision making takes place in a timely manner and that students are not left at a disadvantage in terms of enrolment in classes or assessment of academic standing. Timely decision making
also allows students to continue in their academic programs without ongoing concern for unresolved matters.

Third, the appeal timeline is in place to ensure fair decision making. The interested parties and the original contexts within which the matter originated may not be available after this time period. Over time, instructors, class content, the norms of evaluating class materials, and Degree Plan structures may and generally do change. Furthermore, the supporting documents necessary to any appeal may no longer be available or their credibility may more easily come into question. Therefore, the inability to reconstruct accurately the circumstances leading to the original matter under appeal can compromise the decision-making process.

The principle of a limitation on timelines for review of academic matters conforms to precedents throughout the University. Most notably, Senate regulations on examinations require that final examinations be retained for up to one year from the date of writing. This policy assumes that students should be allowed sufficient time to query examination marks but also that the timeline for reconsideration is limited.

3.2.2.3 – One-Term Appeal Timeline

There is a one-term deadline to submit an appeal related to any of the following matters:

1. To drop a course after the last official date for dropping classes (see Academic Dates);
2. To request Aegrotat standing in a course (see Academic Regulation 10);
3. To request Credit (CR) standing in a course (see Academic Regulation 10);
4. To request an extension of the deadline to submit incomplete work in a class, or to complete a deferred exam (see Academic Regulation 10).

3.2.2.4 – Explanation of One-Term Appeal Timeline

Any appeal of the academic matters listed above must be made by the end of the subsequent term of that in which the course being appealed was taken.

<table>
<thead>
<tr>
<th>Term of Course being Appealed</th>
<th>One-Term Appeal Deadline</th>
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<tbody>
<tr>
<td>Fall Term</td>
<td>30 April</td>
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<tr>
<td>Winter Term</td>
<td>15 September</td>
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</tbody>
</table>
### Term of Course being Appealed | One-Term Appeal Deadline
---|---
Summer Term | 31 December

**One-Term Appeal Timeline**

This timeline is in place for several reasons. First, the one-term timeline offers students time to seek academic counselling, to write and submit an appeal, and to collect the supporting documents necessary to the appeal. It also recognizes that the extenuating circumstances that led to the difficulty in completing the class(es) are usually not resolved within 21 days and that students require additional time to initiate the appeal process.

Second, the appeal timeline is in place to ensure that decision making takes place in a timely manner, allowing students to continue in their academic programs without ongoing concern for unresolved matters.

Third, the appeal timeline is in place to ensure fair decision making. The interested parties and the original contexts within which the matter originated may not be available after this time period. Over time, instructors, class content, the norms of evaluating class materials, and Degree Plan structures may and generally do change. Furthermore, the supporting documents necessary to any appeal may no longer be available or their credibility may more easily come into question. Therefore, the inability to reconstruct accurately the circumstances leading to the original matter under appeal can compromise the decision-making process.

### 3.7.2 | Appealing a Deadline: 21-Day or One-Term Appeal Timeline

Exceptions to the petition and appeal deadlines regulation can only be granted in cases where extenuating circumstances beyond a student’s control render the student unable to submit a petition or appeal within the specified timeline. The student must be able to show that the extenuating circumstances were ongoing. The student must also be able to demonstrate that these circumstances prevented the student from acting between the time the original decision was received and the time at which the appeal was eventually initiated. Appeals of the regulation governing the timeline for appeals must be submitted in writing. An appeal of this type should include a presentation of the specific reasons for the delay and must include documents that support the reasons for this delay.
Subsequent appeals cannot be submitted for a term that has already been the subject of a previous appeal.

3.2.2.6 - Appealing after Graduation

No appeal may be submitted by a student after 21 days following graduation.

Note that students are not able to revisit the same time period in submitting subsequent appeals. For example, if a student has appealed to drop one or more classes without academic penalty in the Fall Term they are not able to make a subsequent different appeal in relation to that same time period.

3.7.3 - Appealing the Same Matter

Once an appeal has been decided by the Board of Studies, students may not petition appeal the same matter to the Associate Dean (Academic).
Academic Petitions and Appeals Section 1: Introduction
Changes to this section include:

FAS new more accurately describes a request for a regulation to be waived as a ‘petition’ rather than an ‘appeal.’ Properly, there is no original decision maker to be appealed. This distinction between a petition and an appeal ensures that these two processes properly follow different criteria (e.g. an appeal is based on procedural fairness including necessary grounds for an appeal and a decision based on reasonableness whereas a petition is based on its own situational merits). Throughout the regulation where applicable the word ‘appeal’ has been altered to ‘petition.’

Language in FAS old 1.1 Introduction that discusses extenuating circumstances at length has been cut. This is explanatory rather than regulatory. Definitions and examples pertaining to extenuating circumstances will instead be included in an explanatory Student Guide to the regulations.

Substitution of the new SAAP (Senate Academic Appeals Policy) for the old Senate SARD policy (Student Academic Rights and Discipline). This includes changing the name and external link where they appear but also removing language that quotes the now defunct SARD document.

FAS new 1.2.2 Procedural Fairness has been updated with language from the website of the Office of the Ombudsperson for clarity and consistency.

Academic Petitions and Appeals Section 2: Appeals Related to Academic Integrity
In October 2021, the Queen’s University Academic Integrity Procedures – Requirements of Faculties and Schools were substantially revised, and it was necessary that the Faculty of Arts and Science regulations be in alignment. This involved the following changes:

FAS sections were re-sequenced to match the QUAIP
FAS regulations refer directly to the QUAIP rather than republish the text in full to ensure accuracy and ongoing consistent alignment
FAS new 2.1 Grounds for Appeal does not appear in FAS old but is in QUAIP. FAS old says that a student can appeal a previous decision “if the student is not satisfied with the decision.” (FAS old 2.2.6) This change was approved at Faculty Board as part of the list of principles and replaces with QUAIP grounds for appeal.
FAS new 2.2 Levels of Appeal responds to the instruction in QUAIP 4.2 Levels of Appeal which states that “Each Faculty/School regulation or procedure with respect to academic integrity matters shall set out the levels of appeal for that Faculty/School.”
FAS new lists timelines and deadlines in terms of “business days,” replacing FAS old which uses “calendar days.” The use of business days is consistent with QUAIP.
FAS new provides a gloss on QUAIP as needed to explicate the local Faculty application of the generalized University practices. For example, defining how “Level 1” and “Level 2” translate specifically in the Faculty, where Level 1 is the Office of the Associate Dean (Academic) and Level 2 is the Academic Integrity and Conduct Panel.

Academic Petitions and Appeals Section 3: Petitions and Appeals on Matters Other than Those Related to Academic Integrity
Changes to this section include:
FAS new more accurately describes a request for a regulation to be waived as a ‘petition’ rather than an ‘appeal.’ Properly, there is no original decision maker to be appealed. This distinction between a petition and an appeal ensures that these two processes properly follow different criteria (e.g. an appeal is based on procedural fairness including necessary grounds for an appeal and a decision based on reasonableness whereas a petition is based on its own situational merits). Throughout the regulation where applicable the word ‘appeal’ has been altered to ‘petition.’

FAS new sections were re-sequenced to match the QUAIP and also therefore match the FAS new Academic Integrity regulations from section 2.

FAS new lists timelines and deadlines in terms of “business days,” replacing FAS old which uses “calendar days.” The use of business days is consistent with QUAIP.

FAS new includes gender-neutral language that uses “they/them/their” instead of “he or she/him or her/his or her.”

Under FAS new 3.2.4, a sentence has been added to say explicitly that “the decision of the instructor regarding the petition to write the final examination at a later time than formally scheduled cannot be appealed.” Although this is new text, this is not a substantive change since what may be appeals is circumscribed in FAS new 3.3.1 Matters that may be Petitioned (formerly FAS old 3.3)

For FAS new 3.3.1.3 Aegrotat Standing, the phrase “has met all of the learning outcomes” replaces “demonstrated an understanding of the course material.”

FAS new 3.3.1.6 Formal Review of Instructors’ Decisions on Grading of Term Work and/or Final Examinations adds a restriction on what kind of assessments are eligible for review: “Assessments that are not eligible for formal review include participation, oral presentation, live performances, group work, or any other practical, graded assessment that cannot be objectively reviewed after the fact by a third party. Grades assigned by peer review are also not eligible for formal review.”

FAS new 3.4 Grounds for Appeal does not appear in FAS old but is in QUAIP. FAS old says that a student can appeal a previous decision “if the student is not satisfied with the decision.” (FAS old 2.2.6) This change was approved at Faculty Board as part of the list of principles and replaces with QUAIP grounds for appeal.

Appeals pertaining to matters other that those related to academic integrity are heard by the Board of Studies (FAS new 3.5). As part of the Faculty Board set of approved principles, it was determined that the procedures for Board of Studies should align as needed with those of the Academic Integrity and Conduct Panel, as both are parallel Level 2 appeal boards. FAS new 3.5.2 and 3.5.3. and 3.5.4 replace FAS old 3.1.3.2 and 3.1.3.3. FAS new 3.5.5. replaces content in FAS old 3.1.3.3.

FAS new 3.6 Appeals to the University Student Appeal Board (USAB) is dominantly new text being updated by SAAP and in alignment with FAS new 2.5 (and QUAIP 4.5.1)

FAS old 3.2.2.1 21-Day Appeal Timeline and 3.2.2.3 One Term Appeal Timeline have been deleted since they are redundant to timelines and deadlines specified elsewhere (see FAS new 3.3.1 Matters that may be Petitioned).

FAS old 3.2.2.2 Explanation of 21-day Appeal Timeline has been deleted since it is explanatory not regulatory.
FAS old 3.2.2.4 Explanation of the One Term Appeal Timeline has been deleted since it is explanatory not regulatory.
FAS old 3.2.2.6 Appealing after Graduation has been deleted since it is redundant to FAS new 3.7.1 Who may Appeal.
10.3 Non-Evaluative Grades

10.3.1 Aegrotat Standing

Aegrotat standing is reserved for a course in which a student, who because of illness or other extenuating circumstances beyond their control, is unable to complete all the work of the class (see Academic Regulation 6). At least 60 per cent of the work in the class (assignments, midterms, laboratories, final examination, as specified in the class syllabus) must be completed. Aegrotat grades will be included in the student’s grade point average (GPA), can be used as credit earned towards a degree program, and can be used to qualify for entry to a degree Plan.

A student seeking aegrotat standing in a class must submit a petition to the Office of the Associate Dean (Academic) (see Academic Petitions and Appeals, Section 3). As part of the petition decision process, the instructor must assert that the student has met all of the course learning outcomes. If this request is granted, the instructor will be asked to provide an estimated final grade. This estimated grade will appear on the student's transcript together with a note reading “Aegrotat Estimated Grade.”

A student may be granted aegrotat or credit standing for a maximum of 36.0 units over the course of an entire degree program.

10.3.2 Credit Standing (CR)

Credit standing is reserved for a course in which a student who has completed all of the work of the class, including the final examination, and achieved a passing grade in the class, but due to illness or other extenuating circumstances beyond their control, earned a substantially lower grade than might have been expected. Normally CR standing is only awarded for a grade of C or lower (see Academic Regulation 6). A course with credit standing will not be included in the student’s GPA but can be used as credit earned towards a degree program.

Students who wish to use a course in which they have credit standing as a prerequisite for registering in a further class may need to seek permission from the Department to enroll if the prerequisite requirement includes a minimum grade. The Department has the authority to waive this prerequisite at their discretion. Use of a course with credit standing for admission to a Plan shall be at the discretion of the Department.
A student seeking credit standing in a course must submit a petition to the Office of the Associate Dean (Academic) (see Appeal of Academic Decisions, section 3). If the request is granted, the designation CR will appear on the student’s transcript in place of a grade, and the instructor will be notified of this change in grade.

A student may be granted aegrotat or credit standing for a maximum of 36.0 units over the course of an entire degree program.

10.3.3 Grade Deferred (GD)

Grade deferred standing (GD) is a temporary designation reserved for circumstances in which

1. a student has submitted all the work in a course, but the final grade is not available (e.g. late assignments not yet marked); or

2. a suspected departure from academic integrity is under investigation or under appeal and a final grade for the course cannot yet be determined.

The instructor shall indicate to the Associate Dean (Academic) the special circumstances under which the GD is being assigned, and in the case of (1) above, shall provide a timeline for submission of the final grade.

A grade of GD will not be included in the determination of a student’s GPA, and any course with a GD designation may not be counted for credit towards a degree program.

Note: GD differs from the notation IN, which indicates that a student has not submitted all the work assigned and the instructor has agreed to accept the outstanding work.

10.3.4 Incomplete (IN)

Incomplete standing (IN) is a temporary designation reserved for a course in which a student who, because of extenuating circumstances beyond their control, has not completed all term work for a course or requests permission to defer the writing of a final examination. The student must have participated actively in the class and only one or two elements of the course work have not been completed. Students with extenuating circumstances who have been unable to complete the majority of
the work in a class should consider a petition to drop a class after the deadline rather than requesting an incomplete grade in the class.

A student seeking incomplete standing must arrange with the instructor to complete a “Permission for an Incomplete Grade or Deferred Examination” form. The “Permission for an Incomplete Grade or Deferred Examination” form indicates the current letter grade for the course based on the work completed, the specific work yet to be finished and a date by which the outstanding work will be submitted. The date for the work to be completed should be reached by mutual agreement between the instructor and student. Incomplete work can be submitted no later than the end of the subsequent term.

A grade of IN will not be included in the determination of a student’s GPA, and any course with an IN designation may not be counted for credit towards a degree program. If the outstanding work is not submitted by the end of the subsequent term, the IN grade will lapse to an F (Failure) and will be included in the student’s GPA.

In cases where a student will pass the course even if the outstanding work is not completed or the exam is not written, the actual earned letter grade will be assigned. The letter grade shall be included in the student’s GPA and may be counted for credit towards a degree program. If the outstanding work is not submitted by the end of the subsequent term, the original letter grade shall stand.

Any extensions beyond the end of the subsequent term must be based on further extenuating circumstances and will require a petition to the Office of the Associate Dean (Academic) with support from the instructor (see Academic Petitions and Appeals Section 3).

10.3.5 Transfer Credit (TR)

A transfer credit (TR) is a designation reserved for a course in which a student undertakes study at another accredited post-secondary institution (see Academic Regulation 14). A transcript note will accompany this entry, indicating the university or other academic institution from which the credit was earned, and the degree program to which the transferred course is being credited. For purposes of internal evaluation of course prerequisites and admission to second year only, the TR designation shall be deemed equivalent to a grade of C. In the case of transfer credit for International Baccalaureate (IB), Advanced Placement (AP), CEGEP, or A-
Level (GCE) courses, grades of A or B may also be deemed equivalent depending on student performance. Under no circumstances shall the grade provided by another post-secondary institution be placed on the Queen's transcript.

Students who wish to use a course in which they have a TR designation as a prerequisite for registering in a further class may need to seek permission from the Department to enroll if the prerequisite requirement includes a grade higher than C. The Department has the authority to waive this prerequisite at their discretion. Transfer credit designations will not be included in the student’s GPA but may be counted for credit towards a degree program.

10.3.6 Audit (AU)

The audit (AU) is a designation reserved for courses in which a student officially attends a class as a registered auditor but in which the student does not undertake any work to be marked by the instructor.

Audit designations will not be included in the student’s GPA and may not be counted for credit towards a degree program (see Academic Regulation 5).

10.3.7 Dropped (DR)

Late Drop (DR) is a designation used to indicate that a course has been dropped after the deadline as indicated by the Faculty’s Sessional Dates.

Any course dropped by a student before the date specified in the Faculty's Sessional Dates for dropping a course without academic penalty shall be expunged from the transcript. Students wishing to drop a course after the published date must submit a petition to the Associate Dean (Academic). If the petition is successful, a grade of DR will be placed on the transcript. A student may not appeal to remove a DR grade from the transcript.

Dropped designations will not be included in the student’s GPA and will not count for credit towards a degree program.

See also Academic Regulation 4 for details on transcript designations when dropping multi-term courses.

10.3.8 Not Graded (NG)
Not Graded (NG) is a designation that indicates the completion of the first half of a multi-term course. A student will receive an NG designation at the end of the first term in which the class was in progress. At the end of the second term in which the course is offered a letter grade or other appropriate designation shall be entered.

Not graded designations will not be included in the student's GPA and will not be counted for credit towards a degree program. No course with an NG designation may subsequently be counted as partial or full credit towards completion of another course at Queen's University, or as transfer credit.
10.3 – Non-Evaluative Grades

10.3.1 – Aegrotat Standing

Aegrotat standing in a course is reserved for situations in which a student, who because of illness or other extenuating circumstances beyond his or her control, is unable to complete all the work of the course (see Academic Regulation 6). At least 60 per cent of the work for the course (assignments, midterms, laboratories, final examination, as specified in the class syllabus) must be completed. Aegrotat grades will be included in the student's grade point average (GPA), can be used as credit earned towards a degree program, and can be used to qualify for entry to a degree Plan.

A student seeking aegrotat standing in a class must submit a petition to the Office of the Associate Dean (Academic) (see Academic Petitions and Appeals, Section 3). As part of the petition decision process, the instructor must indicate whether the student has demonstrated an understanding of the class material. If this request is granted, the instructor will be asked to and must provide an estimated final grade of the student's grade in the class based on the work completed. If the request is granted, this estimated letter grade will appear on the student's transcript together with a note reading "Aegrotat Estimated Grade."

Students may be granted aegrotat and/or credit standing for a maximum of 36.0 units during the course of an entire degree program.

10.3.2 – Credit Standing (CR)

Credit standing (CR) in a course is reserved for situations in which a student, who has completed all of the work of the course including the final examination, and achieved a passing grade in the course, but due to because of illness or other extenuating circumstances beyond his or her control, earned a substantially lower grade than might have been expected. Normally CR standing is only awarded for a grade of C or lower (see Academic Regulation 6). A course with credit standing will not be included in the student's GPA but can be used as credit earned towards a degree program.
Students who wish to use a course in which they have credit standing as a prerequisite for registering in a further class may need to seek permission from the instructor of the class Department to enroll if the prerequisite requirement includes a minimum grade. The instructor Department has the authority to waive this prerequisite at their discretion. Use of a course with credit standing for admission to a Plan shall be at the discretion of the Department.

A student seeking credit standing in a course must submit a petition formal appeal to the Office of the Associate Dean (Academic) (see Appeal of Academic Decisions, section 3). If the request is granted, the designation CR will appear on the student's transcript in place of a letter grade, and the instructor will be notified of this change in grade.

Students may be granted aegrotat and/or credit standing for a maximum of 36.0 units over the course of an entire degree program.

10.3.3 – Grade Deferred (GD)

Grade deferred standing (GD) is a temporary designation reserved for circumstances in which

1. a student has submitted all the work in a course, but the final grade is not available (e.g. late assignments not yet marked); or
2. a suspected departure from academic integrity is under investigation or under appeal and a final grade for the course cannot yet be determined.

The instructor shall indicate to the Associate Dean (Academic) the special circumstances under which the GD is being assigned, and in the case of (1i) above, shall provide a timeline for submission of the final grade.

A grade of GD will not be included in the determination of a student's GPA, and any course with a GD designation may not be counted for credit towards a degree program.

Note: GD differs from the notation IN, which indicates that a student has not submitted all the work assigned and the instructor has agreed to accept the outstanding work.

10.3.4 – Incomplete (IN)
Incomplete standing (IN) is a temporary designation reserved for a course in which a student who, because of extenuating circumstances beyond their control, has not completed all term work for a course or requests permission to defer the writing of a final examination. The student must have participated actively in the class and only one or two elements of the course work have not been completed. Class may be outstanding. Students with extenuating circumstances who have been unable to complete the majority of the work in a class should consider a petition to drop a class after the deadline rather than requesting an incomplete grade in the class.

A student seeking incomplete standing may be requested to provide, at the instructor’s discretion, a medical certificate or other documentation that demonstrates extenuating circumstances, and must arrange with the instructor to complete a “Permission for an Incomplete Grade or Deferred Examination” form available from the Arts and Science website. The “Permission for an Incomplete Grade or Deferred Examination” form indicates the current letter grade for the course based on the work completed, the specific work yet to be finished and a date by which the outstanding work will be submitted. The date for the work to be completed should be reached by mutual agreement between the instructor and student. Incomplete work can be submitted no later than the end of the subsequent term.

In cases where a student will receive a failing grade if all outstanding work is not completed or the exam is not written, an IN grade will be submitted by the instructor. A grade of IN will not be included in the determination of a student’s GPA, and any course with an IN designation may not be counted for credit towards a degree program. If the outstanding work is not submitted by the end of the subsequent term, the IN grade will lapse to an F (Failure) and will be included in the student’s GPA.

In cases where a student will pass the course even if the outstanding work is not completed or the exam is not written, the actual earned letter grade will be assigned. The letter grade shall be included in the student’s GPA and may be counted for credit towards a degree program. If the outstanding work is not submitted by the end of the subsequent term, the original letter grade shall stand.

Any extensions beyond the end of the subsequent term must be based on further extenuating circumstances and will require a petition to the Office of the
Associate Dean (Academic) with support from the instructor (see Academic Petitions and Appeals, Appeal of Academic Decisions, Section 3).

10.3.5 – Transfer Credit (TR)

A transfer credit (TR) is a designation reserved for a course in which a student undertakes study at another accredited post-secondary institution (see Academic Regulation 14). A transcript note will accompany this entry, indicating the University or other academic institution from which the credit was earned, and the degree program to which the transferred course is being credited. For purposes of internal evaluation of course prerequisites and admission to second year only, the TR designation shall be deemed equivalent to a grade of C. In the case of transfer credit for International Baccalaureate (IB), Advanced Placement (AP), CEGEP, or A-Level (GCE) courses, grades of A or B may also be deemed equivalent depending on student performance. Under no circumstances shall the grade provided by another post-secondary institution be placed on the Queen’s transcript.

Students who wish to use a course in which they have a TR designation as a prerequisite for registering in a further class may need to appeal to seek permission from the instructor of the class. The Department instructor has the authority to waive this prerequisite at their discretion. Transfer credit designations will not be included in the student’s GPA but may be counted for credit towards a degree program.

10.3.6 – Audit (AU)

The audit (AU) is a designation reserved for courses in which a student officially attends a class as a registered auditor but in which the student does not undertake any work to be marked by the instructor.

Audit designations will not be included in the student’s GPA and may not be counted for credit towards a degree program (see Academic Regulation 5).

10.3.7 – Dropped (DR)

Late Drop (DR) is a designation used to indicate that a course has been dropped after the deadline as indicated by the Faculty’s Sessional Dates.
Any course dropped by a student before the date specified in the Faculty's published academic calendar dates for dropping a course without academic penalty shall be expunged from the transcript. Students wishing to drop a course after the published date must submit a petition to the Associate Dean (Academic). If the petition is successful, a grade of DR will be placed on the transcript. If the appeal is denied, the final grade earned shall remain on the transcript. A student may not appeal to remove a DR grade from the transcript.

Dropped designations will not be included in the student's GPA and will not count for credit towards a degree program.

See also Academic Regulation 4 for details on transcript designations when dropping multi-term courses.

10.3.8 – Not Graded (NG)

The not graded (NG) is a designation that indicates the completion of the first half of a multi-term course. A student will receive an NG designation at the end of the first term in which the class was in progress. At the end of the second term in which the course is offered a letter grade or other appropriate designation shall be entered.

Not graded designations will not be included in the student's GPA and will not be counted for credit towards a degree program. No course with an NG designation may subsequently be counted as partial or full credit towards completion of another course at Queen's University, or as transfer credit.
Academic Regulation 7: Assessment of Performance

7.1 – Determination of the Final Grade for a Course

The choice of the elements to be used in determining the final grade for a course and the weighting of these elements are decided by the Department. The following elements may be used: the work of the term, including, where appropriate, essays and exercises, class tests, reports, seminar and online participation and laboratory work; a final examination.

Students who feel their final examination or final grade has not been accurately assessed may request a review of their work (see Academic Regulation 11).

Academic Regulation 8: Final and Mid-Year Examinations

8.7 – Formal Review of Final Examinations

Students who believe that their final examination has not been accurately assessed may request a formal review of the examination paper (see Academic Regulation 11).

Academic Regulation 11: Review of Graded Work in a Course

Students have the right to review all graded work in a course, including the final examination. All graded material that is not returned to the student must, according to Senate policy, be retained for a period of 12 months.

Information about petitions and appeals of instructors’ decisions on grading can be found in Appeal of Academic Decisions, Academic Petitions and Appeals Section 3.
18.4 – Bader College

Arts and Science students resident at the Bader College continue to be governed by the academic regulations of the Faculty of Arts and Science, with the following modifications. With the exception of Academic Regulation 1 (Academic Integrity), in all regulations below that refer to decisions made by the Vice Provost and Executive Director, the Vice Provost and Executive Director may choose to delegate responsibility for those decisions to an Academic Director.

18.4.1 – Academic Regulation 1 (Academic Integrity)

The Vice Provost and Executive Director of the Bader College will carry out the duties of the Associate Dean (Academic), as outlined in Academic Regulation 1. The Vice Provost and Executive Director may choose to consult with or to transfer these duties to the Associate Dean (Academic) at their discretion. The Vice Provost and Executive Director must transfer these duties if the departure from academic integrity is such that it might warrant one of the following sanctions as outlined in Academic Regulation 1:

1. the rescinding of University- or Faculty-awarded scholarships, prizes and/or bursaries;
2. a requirement to withdraw from the Faculty for a specified minimum period of time;
3. a recommendation to withdraw from the University for a specified minimum period of time; or
4. a recommendation for the revocation or rescinding of a degree.

Once a finding and sanction are made, a record of the finding shall be forwarded to the Associate Dean (Academic) and retained in the student file as a Level I or Level II departure, as appropriate.

18.4.2 – Academic Regulation 3 (Number of Units in a Term and Academic Year)

Students registered at the Bader College take a normal full-time load of 15.0 units in each of the Fall and Winter Terms, and 6.0 to 9.0 units in the Summer Term. Only with the approval of the Vice Provost and Executive Director and in rare and exceptional circumstances will students be permitted to take more than the normal full-time course load per term.
18.4.3 – Academic Regulation 7 (Assessment of Performance)

In addition to those restrictions on assessment outlined in Academic Regulation 7, field studies will also not be conducted in the last week of classes and any designated study/examination period of the Fall and Winter Terms, or in the last four days of classes and any designated study/examination period of the Summer Term.

Exceptions must be approved by the Vice Provost and Executive Director. (As per Regulation 7, these might include individual oral examinations in language acquisition courses and laboratory examinations requiring the hands-on use of apparatus or materials.)

In lieu of mid-year grades, Level 1 students will be provided with a summary of their academic progress in early January of Winter Term, and shall be required to discuss their progress with an academic advisor.

18.4.4 – Academic Regulation 8 (Final Examinations and General Examinations)

Exam scheduling conflicts found by the student shall be brought to the attention of the Vice Provost and Executive Director.

18.4.5 – Academic Regulation 9 (Examination Conduct)

Examination hall irregularities shall be brought to the attention of the Vice Provost and Executive Director.

18.4.6 – Academic Regulation 10 (System of Grading and Transcript Notations)

Petitions for Aegrotat, Credit standing (CR), to add or drop a course after the academic deadline, or to change a grade after the stated deadlines shall be to the Vice Provost and Executive Director. If a petition is made to modify grades on multiple courses or if a successful petition would change a student’s academic progression standing, the Vice Provost and Executive Director shall first consult with the Associate Dean (Academic).

Upon submitting a grade of incomplete (IN) the instructor shall provide a copy of the “Permission for an Incomplete Mark” form to the Vice Provost and Executive
Director. The Vice Provost and Executive Director will hear any petitions for an extension of an incomplete grade beyond either the date of the first agreement or the end of the subsequent term.

Upon submitting a grade deferred (GD), the instructor will inform both the Vice Provost and Executive Director and the Associate Dean (Academic) of the circumstances under which this grade is being submitted and the timeline for submission of a final grade.

18.4.7 – Academic Regulation 11 (Review of Grades and Examinations)

Petitions to review instructors’ decisions on grading of term work and/or final examinations in a course shall be to the Vice Provost and Executive Director.

18.4.8 – Academic Regulation 15 (Voluntary Withdrawal and Return to Studies)

If a student chooses to leave the Bader College, they must normally do so before the academic deadline to drop courses. If, following withdrawal, a student chooses to continue their studies on the main campus, they may register in courses in which there is space available and for which they meet the academic prerequisites, provided the deadline for adding courses has not passed. If the deadline has passed, they must petition to the Associate Dean (Academic) for permission to add the courses late, citing extenuating circumstances. If they wish to drop courses without academic penalty after the deadline, they must petition to the Associate Dean (Academic) for permission to drop the courses late, citing extenuating circumstances. All petitions will be reviewed according to the usual guidelines outlined in Academic Petitions and Appeals, Section 3.

18.4.9 – Academic Regulation 17 (Misconduct in an Academic or Non-Academic Setting)

Academic Regulation 17 is superseded by the regulations and policies of the Bader College regarding non-academic misconduct in both an academic and non-academic setting.

If a student is required to leave the Bader College involuntarily as a result of misconduct in an academic or non-academic setting, the Associate Dean (Academic), in consultation with the Dean of Student Affairs, will determine whether the student may be accommodated through on-campus or online studies. In
determining whether such an accommodation is available, the Associate Dean (Academic) will consider the following factors:

1. The nature of the misconduct;
2. Whether the same course or one which is essentially equivalent is being taught on the Kingston campus or online, during the term in question;
3. Whether the course has sufficient space available;
4. Whether the instructor of both the original Bader College course and the Kingston campus or online course are amenable to this arrangement and are prepared to jointly assess the student’s grade, as appropriate; and
5. Whether it is in the best academic interests of the student to continue their studies at that time.

If continuing on the Kingston campus or in online studies is not possible, then the Faculty will coordinate with the Bader College to make reasonable accommodation for the student to sit any remaining tests or examinations and to receive any written course materials.
18.4 – Bader International Study Centre

Arts and Science students resident at the Bader International Study Centre continue to be governed by the academic regulations of the Faculty of Arts and Science, with the following modifications. With the exception of Academic Regulation 1 (Academic Integrity), in all regulations below that refer to decisions made by the Vice Provost and Executive Director, the Vice Provost and Executive Director may choose to delegate responsibility for those decisions to the Academic Director and/or the Deputy Academic Director.

18.4.1 – Academic Regulation 1 (Academic Integrity)

The Vice Provost and Executive Director of the Bader International Study Centre will carry out the duties of the Associate Dean (Academic), as outlined in Academic Regulation 1. The Vice Provost and Executive Director may choose to consult with or to transfer these duties to the Associate Dean (Academic) at his/her discretion. The Vice Provost and Executive Director must transfer these duties if the departure from academic integrity is such that it might warrant one of the following sanctions as outlined in Academic Regulation 1:

1. the rescinding of University- or Faculty-awarded scholarships, prizes and/or bursaries;
2. a requirement to withdraw from the Faculty for a specified minimum period of time;
3. a recommendation to withdraw from the University for a specified minimum period of time; or
4. a recommendation for the revocation or rescinding of a degree.

Once a finding and sanction are made, a record of the finding shall be forwarded to the Associate Dean (Academic) and retained in the student file as a Level I or Level II departure, as appropriate.

18.4.2 – Academic Regulation 3 (Number of Units in a Term and Academic Year)

Students registered at the Bader International Study Centre take a normal full-time load of 15.0 units in each of the Fall and Winter Terms, and 6.0 to 9.0 units in the Summer Term. Only with the approval of the Vice Provost and Executive Director and in rare and exceptional circumstances will students be permitted to take more than the normal full-time course load per term.
18.4.3 – Academic Regulation 7 (Assessment of Performance)

In addition to those restrictions on assessment outlined in Academic Regulation 7, field studies will also not be conducted in the last week of classes and any designated study/examination period of the Fall and Winter Terms, or in the last four days of classes and any designated study/examination period of the Summer Term.

Exceptions must be approved by the Vice Provost and Executive Director. (As per Regulation 7, these might include individual oral examinations in language acquisition courses and laboratory examinations requiring the hands-on use of apparatus or materials.)

In lieu of mid-year grades, Level 1 students will be provided with a summary of their academic progress in early January of Winter Term, and shall be required to discuss their progress with an academic advisor.

18.4.4 – Academic Regulation 8 (Final Examinations and General Examinations)

Exam scheduling conflicts found by the student shall be brought to the attention of the Vice Provost and Executive Director.

18.4.5 – Academic Regulation 9 (Examination Conduct)

Examination hall irregularities shall be brought to the attention of the Vice Provost and Executive Director.

18.4.6 – Academic Regulation 10 (System of Grading and Transcript Notations)

Petitions for Aegrotat, Credit standing (CR), to add or drop a course after the academic deadline, or to change a grade after the stated deadlines shall be to the Vice Provost and Executive Director. If a petition is made to modify grades on multiple courses or if a successful petition would change a student’s academic progression standing, the Vice Provost and Executive Director shall first consult with the Associate Dean (Academic).

Upon submitting a grade of incomplete (IN) the instructor shall provide a copy of the “Permission for an Incomplete Mark” form to the Vice Provost and Executive
Director. The **Vice Provost and Executive Director** will hear any petitions for an extension of an incomplete grade beyond either the date of the first agreement or the end of the subsequent term.

Upon submitting a grade deferred (GD), the instructor will inform both the **Vice Provost and Executive Director** and the **Associate Dean (Academic)** of the circumstances under which this grade is being submitted and the timeline for submission of a final grade.

**18.4.7 – Academic Regulation 11 (Review of Grades and Examinations)**

Petitions to review the grade assigned in instructors’ decisions on grading of term work and/or final examinations in a course shall be to the **Vice Provost and Executive Director**.

**18.4.8 – Academic Regulation 15 (Voluntary Withdrawal and Return to Studies)**

If a student chooses to leave the Bader International Study Centre College, they must normally do so before the academic deadline to drop courses. If, following withdrawal, a student chooses to continue their studies on the main campus, they may register in courses in which there is space available and for which they meet the academic prerequisites, provided the deadline for adding courses has not passed. If the deadline has passed, they must petition to the **Associate Dean (Academic)** for permission to add the courses late, citing extenuating circumstances. If they wish to drop courses without academic penalty after the deadline, they must petition to the **Associate Dean (Academic)** for permission to drop the courses late, citing extenuating circumstances. All petitions will be reviewed according to the usual guidelines outlined in **Appeal of Academic Decisions: Academic Petitions and Appeals**, Section 3.

**18.4.9 – Academic Regulation 17 (Misconduct in an Academic or Non-Academic Setting)**

Academic Regulation 17 is superseded by the regulations and policies of the Bader International Study Centre College regarding non-academic misconduct in both an academic and non-academic setting.

If a student is required to leave the Bader International Study Centre College involuntarily as a result of misconduct in an academic or non-academic setting, the
Associate Dean (Academic), in consultation with the Dean of Student Affairs, will determine whether the student may be accommodated through on-campus or online studies. In determining whether such an accommodation is available, the Associate Dean (Academic) will consider the following factors:

1. The nature of the misconduct;
2. Whether the same course or one which is essentially equivalent is being taught on the Kingston campus or online, during the term in question;
3. Whether the course has sufficient space available;
4. Whether the instructor of both the original Bader International Study Centre course and the Kingston campus or online course are amenable to this arrangement and are prepared to jointly assess the student’s grade, as appropriate; and
5. Whether it is in the best academic interests of the student to continue his/her studies at that time.

If continuing on the Kingston campus or in online studies is not possible, then the Faculty will coordinate with the Bader International Study Centre to make reasonable accommodation for the student to sit any remaining tests or examinations and to receive any written course materials.
Timelines and deadlines.

In FAS old regulations, timelines and deadlines for the submission of a petition (formerly an appeal) fell into two categories: 21 calendar days and one term. Upon reflection and consultation, there appear to be good reasons for setting different timelines and deadlines for certain petitions based on their situational context. These reasons are laid out in the table below. Note that for some petitions (not listed here) the deadline of 21 calendar days, now revised to 15 business days, will remain.

<table>
<thead>
<tr>
<th>Regulation</th>
<th>Old</th>
<th>New</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Add a Class after the Last Official Date for Adding Classes</td>
<td>“within 21 calendar days of the deadline to add a class”</td>
<td>“within 10 business days of the deadline to add a class”</td>
<td>It is in the student’s interest to be added to the class expeditiously. Within 10 days puts the deadline for the student to submit their appeal at the end of Week 4. Appeal would be granted in Week 5. After which the student could join the class. Any later than this would be detrimental to the student’s potential success in the course.</td>
</tr>
<tr>
<td>To Drop a Class after the Last Official Date for Dropping Classes</td>
<td>“by the end of the subsequent term to the term in which the class was offered”</td>
<td>“within one year of the end of the term in which the class was offered.”</td>
<td>This is a more generous timeline. It recognizes that a student who experiences extenuating circumstances that would validate an appeal might need more than one term to be prepared to submit an appeal.</td>
</tr>
<tr>
<td>To Request Aegrotat Standing in a Course</td>
<td>“by the end of the subsequent term to the term in which the class was offered”</td>
<td>“within one year of the end of the term in which the class was offered.”</td>
<td>This is a more generous timeline. It recognizes that a student who experiences extenuating circumstances that would validate an appeal might need more than one term to be prepared to submit an appeal. Where it is necessary to seek information from an instructor (e.g. a grade breakdown, assessment of whether or not learning outcomes have been met), this appeal must be submitted before those records are erased.</td>
</tr>
<tr>
<td>To Request Credit (CR) Standing in a Course</td>
<td>“by the end of the subsequent term to the term in which the class was offered”</td>
<td>“within one year of the end of the term in which the class was offered.”</td>
<td>This is a more generous timeline. It recognizes that a student who experiences extenuating circumstances that would validate an appeal might need more than one term to be prepared to submit an appeal. Where it is necessary to seek information from an instructor (e.g. a grade breakdown, assessment of whether or not learning outcomes have been met), this appeal must be submitted before those records are erased.</td>
</tr>
<tr>
<td>To Request an Extension of the Deadline to Submit Incomplete Work or to Complete a Deferred Examination in a Class</td>
<td>“by the end of the term following that in which the incomplete work was to be submitted or the deferred”</td>
<td>“prior to the deadline for the submission of incomplete work. Normally, the deadline for the submission of incomplete work is the end”</td>
<td>This new wording attempts to clarify the deadline. It also provides a rationale in that the incomplete must be extended prior to its expiry.</td>
</tr>
<tr>
<td>examination was to be written”</td>
<td>of one term after the course was taken.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Petition to Waive a Requirement to Withdraw for Three Years

In FAS old regulations (FAS old 3.3.9.1 = FAS new 3.3.1.9), it states that, “Further appeals to the Office of the Associate Dean (Academic) for a requirement to withdraw for a minimum of three years will not be entertained until the full three years have elapsed.” This means that a student who has been required to withdraw for three years cannot petition for an earlier return to studies. The Faculty Office wishes to delete this sentence in the regulations. We believe that there may be good reasons for a student who has been away from studies for more than one year but fewer than three years to be allowed to return. We think that an “early” petition should be permitted.
Terms are generally from September 1st to August 31st annually for a term of three years, unless otherwise indicated.

**Staff**
Pamela Briand (Faculty of Arts and Science) 2022-2025

**Academic Integrity and Conduct Panel (AICP)**
Stevenson Fergus (School of Kinesiology & Health Studies) 2022-2025

**Awards Committee**
Kristen Lowitt (School of Environmental Studies) 2022-2025

**Board of Studies**
Stephanie Dickey (Art History & Art Conservation) January to July 2023
Troy Day (Mathematics & Statistics) 2022-2023

**Senate**
Philip Jessop (Chemistry) 2022-2025
Diane Orihel (Biology/Environmental Studies) fall 2022
Mark Chen (Physics) January 2023-2024
II. Memorandum

From University Secretariat
Date September 14, 2022
Subject Senate Meeting Timing and Barriers to Service

In the 2021-22 year, the Senate’s Governance and Nominating Committee spent some time discussing concerns with respect to the timing of Senate meetings, which currently take place once a month during the fall and winter terms, on a Tuesday, beginning at 3:30 p.m.

It was noted that many schools, daycares, and after-school programs close by 5:00 or 5:30 p.m. and that Senate meetings often run past this time, which requires senators with after-work responsibilities to either leave the Senate meeting early or to juggle meeting attendance via an electronic device while tending to other responsibilities. This observation was made in context of the university’s ongoing efforts related to I-EDIAA.

Committee members renewed this discussion in September. They noted the competing schedules and interests of different groups of individuals elected to Senate, including students, and faculty and staff at different stages of their careers and family lives. While it was noted that any meeting date or time is likely to pose a conflict for at least one of these groups, they agreed that an effort should be made to ensure Senate is a viable service opportunity for as many as possible.

At the March 1, 2022 meeting of Senate, the item was discussed during a general committee of the whole session. Senators noted that there is a need to ensure all those who wish to participate in the business of Senate are able to do so, and that any and all inadvertent barriers to such participation should be identified and removed when possible.

SGNC members proposed that additional campus partners be consulted in order to gather more formal feedback from diverse individuals and groups, and this suggestion was supported by Senate.

Your perspective, and that of the group you represent is being sought. SGNC members are eager to hear feedback regarding the removal of barriers to Senate service, changing the start time of the meetings, or other related considerations. In particular, SGNC members are interested in hearing whether you feel that the current Senate meeting start time of 3:30 pm poses an unacceptable barrier to service. Please share any rationale discussed and any feedback on alternative options.

Kindly provide your comments via email to senate@queensu.ca by October 7th so that it can be compiled and included for consideration at the next meeting of the SGNC. Feel free to contact the Secretariat with any questions.