FACULTY OF HEALTH SCIENCES
FACULTY BOARD

The Bachelor of Health Sciences (Honours) program has a number of documents that require approval at the level of the Faculty. As outlined below, these documents have already been approved by:

- The Faculty of Health Sciences Undergraduate Curriculum Committee
- BHSc Executive Committee

The following documents are attached for approval by the Executive Committee of Faculty Board, Faculty of Health Sciences:

1. A summary of curriculum changes since initial approval
2. Summary of major BHSc(H) Academic Regulation changes
3. BHSc(H) Academic Regulations
4. New course additions since initial program approval; ANAT 380, GLPH 385, GLPH 493, HSCI 592, HSCI 593, HSCI 598, and HSCI 599.
5. Updated BHSc curriculum with addition of new course offerings

This approval is necessary to allow us to post them to our public website for reference for both current and prospective students. To complete this approval please send an email to Drs. Michael Adams and Leslie Flynn.

cc Alana Korczynski

October 2019

Summary of BHSc(H) Academic Regulations Updates

- **Academic Regulation 2.0 Enrolment and Registration Priorities** – addition of program amendment allowing online BHSc students to enroll in up to 12.0 units of on-campus option or elective courses offered by the Faculty of Health Sciences.
- **Academic Regulation 8 Examinations** – addition of on-campus blended course examination scheduling procedures. Clarification that personal plans are not considered extenuating circumstances and do not warrant an exam deferral.
- **Academic Regulation 14 Credit for Courses Taken Elsewhere** – information added regarding transfer credits for courses completed in high school (moved from Admission Regulations as per Undergraduate Admissions).

Bachelor of Health Sciences Program

Academic Regulations and University Policies

These regulations state the requirements to be met and the procedures to be followed for the awarding of degrees in the general and honours Bachelor of Health Sciences (BHSc) program. All requests for exceptions to the regulations should be made to the appropriate reviewing body (see *Appeal of Academic Decisions*). Enquiries concerning academic regulations should be made to the Bachelor of Health Sciences program office.

Bachelor of Health Sciences regulations are constantly being reviewed and may change at any time. Current operating regulations will be made available on the Bachelor of Health Sciences webpage.

In all regulations that refer to decisions made by the instructor, the instructor may choose to delegate responsibility for those decisions as appropriate.

The following is a summary of the Academic Regulations for the Bachelor of Health Sciences program with references to University Policies:

1. **Academic Integrity**
2. **Enrolment and Registration Priorities**
3. **Number of Units in a Term and Academic Year**
4. **Courses Spanning More Than One Term**
5. **Auditors**
6. **Attendance, Course Work, and Conduct**
7. **Assessment of Performance**
8. **Final Examinations and General Examinations**
9. **Examination Conduct**
10. **System of Grading and Transcript Notations**
11. **Review of Grades and Examinations**
12. **Dean's Honour Lists**
13. **Academic Standing**
14. **Credit for Courses Taken Elsewhere**
15. **Voluntary Withdrawal and Return to Studies**
16. **Requirements for Graduation**
17. **Misconduct in an Academic or Non-Academic Setting**
18. **Jurisdiction**

The **Associate Director (Studies)** is responsible for matters indicated in this document.

The **Board of Studies** serves as the final body of academic appeal in the Bachelor of Health Sciences program on matters related to departure from academic integrity and/or misconduct in an academic setting as well as appeals of incomplete grades, final grades, requirements to withdraw and other decisions determined by the Associate Director (Studies).

The Bachelor of Health Sciences program Appeal Decision policies are based upon those outlined by the Faculty of Arts and Science at Queen's University. The structure of governance and terms of reference for standing committees are found on the Bachelor of Health Sciences website (bhsc.queensu.ca).

Academic Regulation 1: Academic Integrity

1.1 – Introduction

1.1.1 – Definition

According to the Centre for Academic Integrity, academic integrity may be defined "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." 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 Bachelor of Health Sciences program. Additional information for instructors and students and direction for appeals can be found throughout this regulation.
In accordance with the Senate Report on Principles and Priorities, academic integrity provides a foundation for the "freedom of inquiry and exchange of ideas" fundamental to the educational environment at Queen's University. As a member of the Centre for Academic Integrity (CAI), Queen's subscribes to the definition of academic integrity "as a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility." In "The Fundamental Values of Academic Integrity", the CAI offers the following statements contextualizing these values:

i. *Honesty*: Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.
ii. *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.
iii. *Fairness*: Academic communities of integrity establish clear and transparent expectations, standards, and practices to support fairness in the interactions of students, faculty, and administrators.
iv. *Respect*: Academic communities of integrity value the interactive, cooperative, participatory nature of the learning. They honour, value, and consider diverse opinions and ideas.
v. *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.
vi. *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 CAI titled "The Fundamental Values of Academic Integrity" and faculty, students, and staff are encouraged to consult this document for a more detailed discussion.

1.1.2 – Integrity in Action
The Bachelor of Health Sciences program 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 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

In accordance with the Senate Report on Principles and Priorities, 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 following list defines the domain of relevant acts without providing an exhaustive list.

1.2.1 – Types of Departures

i. *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).

ii. *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.

iii. *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.

iv. *Forgery* (submitting counterfeit documents or statements)
   - Example: creating a transcript or other official document.

v. *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.

1.3 – 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:

i. an oral or written warning that such infractions constitute unacceptable behaviour,
ii. a learning experience involving a rewriting or revision of the original piece of work,
iii. the submission of a new piece of work,
iv. the completion of other work,
v. the deduction of partial or total loss of marks for the assignment/exam, or
vi. 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 Director (Studies) (see Academic Regulation 1.4.2).

1.3.2 – Remedies or Sanctions the Associate Director (Studies) 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 Director (Studies):

i. an oral or written warning,
ii. the submission of a revised or new piece of work,

iii. partial or total loss of marks for the assignment/examination,
iv. partial or total loss of marks for the course in which the departure of academic integrity took place;
v. an official written warning that the penalty for a subsequent offence could be a requirement to withdraw from the Bachelor of Health Sciences program or University for a specified minimum period of time,
vi. the rescinding of University- or Program-awarded scholarships, prizes and/or bursaries,
vii. a requirement to withdraw from the Bachelor of Health Sciences program for a specified minimum period of time,
viii. a recommendation to withdraw from the University for a specified minimum period of time, or
ix. a recommendation for the revocation or rescinding of a degree.

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.

1.3.3 – Factors to Consider in Assigning a Sanction
Factors that should be considered in assigning a remedy or sanction include:
i. The extent and seriousness of the departure having regard to its actual or potential consequences,
ii. 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,
iii. 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 Program,
iv. records of multiple departures within a single incident or multiple departures discovered at one time, rather than an isolated aberration,
v. evidence of a deliberate attempt to gain advantage,
vi. injury to another student or to the institution, or
vii. 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:
i. 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,
ii. prompt admission to the departure from academic integrity by the student and expression of contrition and willingness to undertake educative remedies, or
iii. 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 – 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 Bachelor of Health Sciences program office.

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.

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

i. the extent or severity of the departure is limited,
ii. 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,
iii. 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),
iv. there is no direct evidence of a deliberate attempt to gain advantage, or
v. there is no direct effect on other student(s) or the institution.

1.3.4.2 – Level II Departures

Level II departures will be kept in the student's main file in virtual and/or physical Bachelor of Health Sciences administrative sites. 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 Director (Studies). In rare cases, some institutions (such as American Law Schools, Medical Schools and Police Academies) request references from the Associate Director (Studies) and the materials in the file are consulted to answer specific questions about the student's academic history.

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

i. 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),
ii. the sanction WILL result in a failure in a course,
iii. the departure is by an upper-year student who has taken several previous courses in the subject (for instance, a fourth-year student),
iv. there are previous departures from academic integrity (the case should therefore be referred to the Associate Director (Studies),
v. there is evidence of additional misconduct involving forgery, facilitation, etc., or
vi. 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.

In the Bachelor of Health Sciences program, one Level I departure results in no further action; two Level I findings result in a review of the cases by the Associate Director (Studies) 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.

1.4 – Processes for Investigation of Departures from Academic Integrity

1.4.1 – Investigation by an Instructor of Suspected Departures from Academic Integrity for a Course

1.4.1.1 – Delegation of Investigation

Normally the instructor of the course 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 Associate Director (Studies) may delegate the responsibility to another individual within the Program.

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:

i. the work submitted by the student for academic credit,
ii. the source(s) from which the work submitted by the student is apparently derived,
iii. the instructions describing the nature of the work to be done,

iv. any e-mail between the instructor and the student relating to the work,
v. any other materials related to the departure, or
vi. 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 appropriate Program delegate concerning matters relating to departures from academic integrity, and from the Coordinator of Dispute Resolution Mechanisms 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.

1.4.1.3 – 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:

i. the evidence on which the investigation is based,
ii. the possible remedies or sanctions,
iii. the student's right to respond to the investigation, and
iv. the student's right to have representation for any response – the instructor will inform the student of the services provided by the Coordinator of Dispute Resolution Mechanisms.

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 request the materials from the Bachelor of Health Sciences Office or send these documents by registered mail to the student's local address (as obtained from the student information system).

Within ten (10) days of receiving the Notice of Investigation, the student must make an initial response to the instructor, either to schedule a meeting/video/teleconference or to indicate that he/she does not wish to meet or speak via video/teleconference and will provide a written response.

1.4.1.3.2 – Student's Enrolment Status

The student may not drop the course once a Notice of Investigation has been delivered. If an instructor becomes aware that a student under investigation has dropped the course, the instructor should alert the Associate Director (Studies), who will reinstate the student pending the outcome of the case. Otherwise, if a finding is made, the Bachelor of Health Sciences program office will confirm the student's enrolment status in the course when filing the finding, and reinstate the student at that time, if necessary.

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.

1.4.1.3.4 – 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 program office will make all reasonable attempts to expedite the investigation process before the expected convocation date.

1.4.1.4 – Investigation and Meeting

1.4.1.4.1 – Convening the Meeting or Video/Teleconference

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 or video/teleconference 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/or location of the meeting or video/teleconference, 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 or Video/Teleconference

If, for any reason, the student does not wish to meet in person or speak via video/teleconference, 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 ten (10) days of receipt of the Notice of Investigation.

1.4.1.4.3 – Student's Right to Review Documentation

At least ten (10) calendar days prior to the meeting or video/teleconference, 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).

1.4.1.5 – 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 Bachelor of Health Sciences Program Office

After making a finding, the instructor should then contact the Bachelor of Health Sciences program office. If a previous finding is on record, the instructor will refer the case to the Associate Director (Studies) 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 Director (Studies) in assessing a sanction after referral from an instructor.)

1.4.1.6.2 – Referral to the Associate Director (Studies)

If the finding appears to warrant a sanction more serious that the instructor may impose, the case shall be referred to the Associate Director (Studies). 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 Director (Studies) 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 Director (Studies). (See Academic Regulation 1.4.2 for the process followed by the Associate Director (Studies) in assessing a sanction after referral from an instructor.)

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 Program 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.

1.4.1.7 – 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 Notice of Investigation Form. Completing the form supplies the student with the information required by Senate Policy, including:

i. the details of the finding of departure from academic integrity, including the reasons for the finding as supported by relevant, clear and cogent evidence ,
ii. the remedy or sanction,
iii. the type of departure (Level I or Level II),
iv. the student's right to appeal the finding and/or the remedy or sanction to the Associate Director (Studies) (see Appeal of Academic Decisions, Section 2),
v. the deadline for appealing to the Associate Director (Studies),
vi. the resources available for consultation (the instructor will inform the student of the services provided by the Coordinator of Dispute Resolution Mechanisms), and
vii. the fact that a copy of the finding will be kept on file in the Office of the Associate Director (Studies).

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

1.4.2 – Assessment of Sanction by the Associate Director (Studies) Upon Referral from an Instructor

If the finding made by the instructor appears to warrant a sanction more serious than the instructor may impose or if there is a previous finding of departure from academic integrity on file in the Bachelor of Health Sciences program office (see Academic Regulation 1.3.4.2), the instructor must refer the case to the Associate Director (Studies) who will impose an appropriate sanction. The Associate Director (Studies) may impose sanctions ranging from those listed in Academic Regulation 1.3.2 to a recommendation to the Senate Committee on Academic Procedures (SCAP) that the student be required to withdraw from the University.

1.4.2.1 – Notification of Referral

In referring the sanction for a finding of a departure from academic integrity to the Associate Director (Studies), the instructor must advise the student in writing. Instructors are encouraged to use the Notice of Investigation Form, indicating that there has been a finding but that the case will be referred to the Associate Director (Studies) for consideration of a sanction. Completing the form supplies the student with the information required by Senate policy, including:

i. the details of the finding of departure from academic integrity, including the reasons for the finding as supported by relevant, clear and cogent evidence,
ii. the fact that the case is being referred to the Associate Director (Studies) for assessment of an appropriate sanction,
iii. the student's right to appeal the finding and/or the remedy or sanction to the Associate Director (Studies) (see Appeal of Academic Decisions, Section 2),
iv. the resources available for consultation (the instructor will inform the student of the services provided by the Coordinator of Dispute Resolution Mechanisms), and
v. the fact that a copy of the finding will be kept on file in the Office of the Associate Director (Studies).

The instructor should also include all documents relevant to the investigation and finding with a copy sent to the Associate Director (Studies).
To ensure that students receive the finding and additional relevant materials in a timely manner, instructors should e-mail the students with the direction to request the materials from the Bachelor of Health Sciences program office or send these documents by registered mail to the student's local address (as obtained from the student information system).
Within ten (10) days of receiving the Notice of Investigation, the student must make an initial response to the Associate Director (Studies), either to schedule a meeting/video/teleconference or to indicate that he/she does not wish to meet or speak via video/teleconference and will provide a written response.

1.4.2.2 – Investigation and Meeting

1.4.2.2.1 – Convening the Meeting or Video/Teleconference

In most instances, the Associate Director (Studies) will convene a meeting or video/teleconference 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 assessing an appropriate sanction (as outlined under Academic Regulation 1.3.3). This review will allow the Associate Director (Studies) to weigh the mitigating and aggravating circumstances (as outlined in Academic Regulation 1.3.3) to arrive at an appropriate sanction. Where it is decided a meeting or video/teleconference will occur, the Associate Director (Studies) will notify the student and the instructor of the time and location of the meeting or video/teleconference. The student will also be informed of the right to bring a representative and the names of those who will be present. In preparation for the meeting, the Associate Director (Studies) may request additional relevant materials.

1.4.2.2.2 – Student's Alternative to Attending a Meeting or Video/Teleconference

If, for any reason, the student does not wish to meet in person or speak via video/teleconference, 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.

1.4.2.2.3 – Student's Right to Review Documentation

At least ten (10) calendar days prior to the meeting or video/teleconference, the student has the right to see any relevant material considered by the Associate Director (Studies) in addition to the documents sent with the Finding (see Academic Regulation 1.4.1.3).

1.4.2.3 – Assessing a Sanction

After a review of the evidence and consideration of the response by the student, the Associate Director (Studies) will inform the student of the appropriate sanction or remedy according to the guidelines in Academic Regulation 1.3.2, categorize the sanction as Level I or Level II, and inform the student and the instructor in writing of the following:

i. the remedies or the sanctions and reasons for them,
ii. the type of departure (Level I or Level II),
iii. the student's right to appeal the finding and/or the remedy or sanction to the Academic Integrity and Conduct Panel (see Appeal of Academic Decisions, Section 2),
iv. the deadline for appealing to the Academic Integrity and Conduct Panel,
v. the resources available for consultation (the Associate Director (Studies) will inform the student of the services provided by the Coordinator of Dispute Resolution Mechanisms), and
vi. the fact that, in the case of a Level II finding, a copy of the finding will be kept on file in the Office of the Associate Director (Studies).

Appeals of the decisions of the Associate Director (Studies) may be made to the Academic Integrity and Conduct Panel as outlined in Appeal of Academic Decisions, Section 2**.**

1.4.3 – Investigation of Suspected Departures from Academic Integrity by the Associate Director (Studies)

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 Director (Studies) may initiate an investigation. In addition, an instructor may request (in writing) that the Associate Director (Studies) conduct an investigation on his or her behalf when such serious departures are suspected. The Associate Director (Studies) may also undertake an investigation of a departure from academic integrity in academic matters unrelated to performance in a course.

1.4.3.1 – Preliminary Investigation: Collection of Initial Information

To begin investigating a possible departure from academic integrity, the Associate Director (Studies) should assemble all documents related to the case. Such documents might include:

i. the work submitted by the student for academic credit,
ii. the source(s) from which the work submitted by the student is apparently derived,
iii. the instructions describing the nature of the work to be done,
iv. any e-mail between the instructor and the student relating to the work,
v. any other materials related to the departure, and/or
vi. any documents used by the instructor or his or her department stating policies on departures from academic integrity.

While collecting evidence, the Associate Director (Studies) is encouraged to seek guidance from the Associate Director, Co-Directors, or appropriate program delegate concerning matters relating to departures from academic integrity, and from the Coordinator of Dispute Resolution Mechanisms concerning University policy and procedure. When discussing possible departures from academic integrity, the Associate Director (Studies) should ensure that the student's identity remains confidential, pending a finding of departure from academic integrity.
Should the Associate Director (Studies) 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 Associate Director (Studies) decide the evidence merits further investigation, he or she should continue the processes outlined below.

1.4.3.2 – Notice of Investigation of Departure from Academic Integrity

The Associate Director (Studies) must advise the student in writing of the following:

i. the evidence on which the investigation is based,
ii. the student's right to respond to the investigation, and
iii. the student's right to have representation for any response; the Associate Director (Studies) will inform the student of the services provided by the Coordinator of Dispute Resolution Mechanisms.

The Associate Director (Studies) should also include all documents relevant to the investigation and finding.

1.4.3.2.1 – Delivery and Receipt of Documentation

To ensure that students receive the Notice of Investigation and additional relevant materials in a timely manner, the Office of the Associate Director (Studies) should e-mail the students with direction to the relevant materials online . Within ten (10) days of receiving the Notice of Investigation, the student must make an initial response to the Associate Director (Studies), either to schedule a meeting or video/teleconference or to indicate that he or she does not wish to meet or speak via video/teleconference and will provide a written response.

1.4.3.3 – Investigation and Meeting

1.4.3.3.1 – Convening the Meeting or Video/Teleconference

In most instances, the Associate Director (Studies) will convene a meeting or video/teleconference 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. Where it is decided a meeting will occur, the Associate Director (Studies) will notify the student and the instructor of the time and location of the meeting or video/teleconference. The student will also be informed of the right to bring a representative and the names of those who will be present. In preparation for the meeting, the Associate Director (Studies) may request additional relevant materials.

1.4.3.3.2 – Student's Alternative to Attending a Meeting or Video/Teleconference

If, for any reason, the student does not wish to meet in person or speak via video/teleconference, he or she may submit a detailed, written explanation to the Associate Director (Studies), 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 ten (10) days of receipt of the Notice of Investigation.

1.4.3.3.3 – Student's Right to Review Documentation

At least ten (10) calendar days prior to the meeting or video/teleconference, the student has the right to see any relevant material considered by the Associate Director (Studies) since issuing the Notice of Investigation, in addition to the documents sent with the Notice of Investigation (see Academic Regulation 1.4.3.2).

1.4.3.4 – Finding of Departure from Academic Integrity

1.4.3.4.1 – No Grounds Found for a Finding

If, after an investigation of the evidence and consideration of the response by the student, the Associate Director (Studies) 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 dropped.

1.4.3.4.2 – Grounds Found for a Finding

If, after an investigation of the evidence and consideration of the response by the student, the Associate Director (Studies) determines that there is sufficient and persuasive evidence on which to make a finding of departure from academic integrity, the Associate Director (Studies) must set an appropriate remedy or sanction and then notify the student in writing.

1.4.3.5 – Assessing a Sanction after a Finding is Determined

The Associate Director (Studies) will consider the factors discussed in Academic Regulation 1.3.3 in setting a sanction. The sanction should reflect the extent and severity of the departure from academic integrity, and precedents in the Program, taking into account any mitigating circumstances.

After making the finding and setting the corresponding sanction, the Associate Director (Studies) will categorize the departure as being either Level I or Level II as outlined in Academic Regulation 1.3.4.

1.4.3.6 – Notification of Decision

After making the finding, setting a remedy or sanction, and categorizing the departure as Level I or Level II, the Associate Director (Studies) must inform the student of the following:

i. the details of the finding of departure from academic integrity, including the reasons for the finding as supported by relevant, clear and cogent evidence,
ii. the remedy or sanction,
iii. the type of departure (Level I or Level II),
iv. the student's right to appeal the finding and/or the sanction to the Academic Integrity and Conduct Panel (see Appeal of Academic Decisions, Section 2),
v. the deadline for appealing to the Academic Integrity and Conduct Panel,
vi. the resources available for consultation; the Associate Director (Studies) will inform the student of the services provided by the Coordinator of Dispute Resolution Mechanisms, and
vii. the fact that, in the case of a Level II finding, a copy of the finding will be kept on file in the Office of the Associate Director (Studies).

Appeals of the decisions of the Associate Director (Studies) may be made to the Academic Integrity and Conduct Panel as outlined in Appeal of Academic Decisions, Section 2**.**

Academic Regulation 2: Enrolment and Registration Priorities

2.1 – Online Program~~Studies~~

All students admitted to the online Bachelor of Health Sciences program are registered in an ~~Distance Career~~Undergraduate Online career~~track~~. All courses in the Program are offered online, except for an ~~on-campus~~on-campus laboratory option course. Students registered in the Bachelor of Health Sciences program are given priority access to these courses. Additionally, students registered in the online Bachelor of Health Sciences program

~~*2.1.1 – Enrolment in On-Campus Courses*~~

~~Students registered in the online Bachelor of Health Sciences program (both Honours and General)~~ are permitted to enroll in up to 12.0 units of on-campus courses per academic year offered by the Faculty of Health Sciences to apply to their option and elective courses. Online students must take core courses in the online format. Online Bachelor of Health Science students are not permitted to take on-campus courses offered by any other Faculty at Queen's. ~~All core courses would be taken online.~~

2.2 On-Campus Program

All students admitted to the on-campus Bachelor of Health Sciences program are registered in an Undergraduate career. Students registered in the on-campus program will be block-enrolled in core courses for the program, which must be taken on-campus. On-campus Bachelor of Health Sciences students have the option of taking option and elective courses online or on-campus.

2.3~~2~~ – Students at Level 1 (Fewer than 24.0 Units Completed)
Students entering Level 1 of study will be registered in the Bachelor of Health Sciences program, but do not have to select a specific Learning Track at this stage of the Program.

Upon entering Level 1, students may select from any of the courses available to first-year students that are offered in the Bachelor of Health Sciences program subject to the following limitation:

i. Students must have completed the necessary secondary school (or equivalent) prerequisite requirements in order to enrol.

2.3 – Students Continuing in Level 2 or Above

2.3.1 – Selection of Learning Tracks
All students in the Bachelor of Health Sciences program (both Honours and General) have the option of selecting one or more learning tracks, which should normally be declared at the beginning of second year to a student's academic advisor. During this learning track selection period (selection made by the end of May, January, or August, depending on the student's start date), students may choose one or more learning tracks for which they have interest (details for each learning track are on the Bachelor of Health Sciences Program website http://www.bhsc.queensu.ca/) and they shall then be unofficially registered in that learning track. After completion of 90.0 units (typically at the beginning of a student's ~~During a student's~~ 4th year of study)~~,~~ the BHSc program office will confirm that the student has taken the proper courses to fulfill the learning track(s) and will ensure that this information appears on the student's transcript. Students are encouraged to plan which learning tracks they are interested in during their first year and to talk to an academic advisor to plan which courses should be taken throughout their degree. General (3-year) students should note that they may be required to use most of their available option and elective courses if they chose to pursue a learning track.

To request a change of learning track, the student must correspond with their academic advisor during the aforementioned learning track selection period in May, January, or August.

2.4 – Access to Courses
2.4.1 – Eligibility to Enrol in Courses
Eligibility for registration in all courses rests on course prerequisites, corequisites, and exclusions as stated in the Academic Calendar. In special circumstances, the course instructor(s) may waive these requirements.

2.4.2 – Priority to Enrol in Courses

Priority for requested courses is determined by the Bachelor of Health Sciences program based on the following three criteria:

2.4.2.1 – Academic Criteria

During the summer class selection period, the Bachelor of Health Sciences program may choose to restrict access to certain classes to ensure that priority is given to students in the appropriate learning track. Student access to courses is subject to the following priorities listed in descending order. Priority will be given to students for whom the course is:

i. a requirement for the Honours Program
ii. core in their learning track
iii. an option in their learning track

Within each category, priority will be given to students who have the specified prerequisites, are furthest along in their learning track, and are not repeating the course

2.4.2.2 – Number of Spaces Available

The University reserves the right to limit enrolment in any course that becomes oversubscribed.

2.4.2.3 – Student Participation in the Official Registration Process

Students requesting courses after the course selection period, including those admitted too late to participate in the course selection period, will be considered subject to space availability.

Academic Regulation 3: Number of Units in a Term and Academic Year

3.1 – External Agencies

The primary purpose of this regulation is to define the number of units a student may register in during any term. For this purpose, students are designated as having either Full-Time or Part-Time Registration Status in the Bachelor of Health Sciences program. Full-time or part-time registration status defines a student's maximum allowed course load and is based solely on academic criteria. Students should note that external bodies (e.g. OSAP, Revenue Canada, scholarship agencies, or other academic institutions) might have different definitions of full-time or part-time course load for the purposes of grant funding, scholarship eligibility, or taxation status. If in doubt of your course load status in regards to such agencies, please contact the Office of the University Registrar, or the external agency directly, as appropriate, for advice.

3.2 – Full-Time Registration Status

3.2.1 – Normal Course Loads for Full-Time Students

Students must be registered in at least 18.0 units in a given academic year in order to be considered to have a full-time course load. Full-time students in the Bachelor of Health Sciences program will normally take a total of 30.0 units over a given academic year. Full-time students may choose, at any time, to register in fewer courses, or to drop courses (before the published deadlines), such that they fall below this course load and retain their right to full-time registration status in a future term.

3.2.2 – Maximum Course Loads for Full-Time Students

Full-time students may be registered in normally no more than 45.0 units in a given academic year, including Fall, Winter, and Spring/Summer terms (typically 15 units per academic term). More than 30.0 units should not be sought for the purpose of making up a deficiency due to past failure, or if the student's cumulative GPA is less than 1.90. First-year students are not encouraged to attempt more than 15.0 units per term. A student must obtain written permission from the Associate Director (Studies) in order to take more than 45.0 units in an academic year. Students who wish to appeal a negative decision to take more than 45.0 units must appeal to the Board of Studies in writing (see Appeal of Academic Decisions, Section 3).

3.3 – Part-Time Registration Status

3.3.1 – Maximum Course Load for Part-Time Students

Part-time students in any Bachelor of Health Sciences program may take up to a total of 9.0 units per academic term.

3.3.2 – Transfer to Full-Time Registration Status
Part-time students are eligible to register in a full-time course load in accordance with Academic Regulation if they have:

i. completed a minimum of 24.0 Queen's units, excluding repeated courses and courses for which credit or aegrotat standing were assigned, from the time at which they were admitted part-time to a degree program or were placed on part-time status, and
ii. achieved a minimum cumulative GPA of 1.9,
OR
iii. completed a minimum of 18.0 Queen's units, excluding repeated courses and courses for which credit or aegrotat standing were assigned, from the time at which they were admitted part-time to a degree program or were placed on part-time status, and
iv. achieved a minimum cumulative GPA of 2.90.

3.3.3 – Maximum Course Load for Non-Degree Interest Student (online students only)
Non-degree interest students may only enroll in two courses at a time to a maximum of 6.0 units per semester. Should the student be admitted to a degree program in a later term, courses taken as a non-degree interest student would count toward towards the completion of the degree.

3.4 – Courses Spanning More Than One Term
Note that for the purposes of determining a student's course load, the total unit weighting of courses that span more than one term shall be divided equally between the two terms in which that course is operated (see Academic Regulation 4).

Academic Regulation 4: Courses Spanning More Than One Term

4.1 – Nomenclature
Courses than span more than one term (multi-term courses) shall be divided into separate classes for each term in which they are offered. The class offered in the first term shall be denoted with the suffix "A" and the class offered in the second term shall be denoted with the suffix "B".

4.2 – Prerequisites and Registration
4.2.1 – Prerequisites
The prerequisite, if any, for the first half of the course shall be that indicated in the Courses of Instruction section of the Academic Calendar. When students enrol in the first half of the course using the online student centre (SOLUS), they will be automatically enrolled in the second half of the course.

4.2.2 – Registration
Students must be enrolled in both halves of the course to be deemed to have registered in the course. Students who have failed to register in both halves of the course shall, following the deadline to add classes, have the section in which they have registered removed from their academic record by the Office of the University Registrar and shall be required to appeal to the Associate Director (Studies) for late registration (see Appeal of Academic Decisions, Section 3).

4.3 – Dropping Multi-Term Courses
Students who wish to drop a multi-term course must drop the classes denoted with both the A and the B suffix on or before the Bachelor of Health Sciences program's published Fall Term Academic Calendar Dates for dropping a course without academic penalty; otherwise a grade of NG (not graded) shall be assigned to the A suffix. If a student wishes to drop a multi-term course after the deadline to drop Fall Term classes without academic penalty, but prior to the deadline to drop Winter Term classes without academic penalty, only the B suffix shall be expunged from the transcript. Students wishing to drop a multi-term course after the deadline to drop Winter Term classes without academic penalty must appeal to the Associate Director (Studies). If the appeal is granted, a DR designation shall be

placed on the transcript for the B suffix, and an NG designation shall remain on the A suffix. 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. The chart below shows the impact of dropping multi-term courses on the academic transcript.

Timing of Multi-Term Course	***Drop Grade on Transcript***	
	A Suffix	*B Suffix*
a) By Fall Term deadline to drop without academic penalty	Expunged	Expunged
b) After Fall Term deadline to drop without academic penalty (upon successful appeal initiated *before* the Winter Term deadline to drop without academic penalty)	DR	***Expunged***
c) After Fall Term deadline to drop without academic penalty but before the Winter Term deadline to drop without academic penalty	***NG***	Expunged
d) After Winter Term deadline to drop without academic penalty (upon successful appeal)	NG	DR

4.4 – Credit and Grading

The first half of a multi-term course shall earn 0.0 units and may not be used to meet the degree requirements of the Bachelor of Health Sciences program, or any prerequisite, corequisite, or exclusion requirement. The earned units for the multi-term course shall be placed on the second half of the course. Upon successful completion of a multi-term course, the first half of the course shall be assigned a grade of NG (Not Graded) (see Academic Regulation 10). The final grade for the course, including any incomplete (IN) or grade deferred (GD) status shall be assigned to the second half of the course. Note that for the purposes of determining the student's academic load, half of the units assigned to the full-year course will be applied toward the academic progress units for each term in which the course is offered (see Academic Regulation 3).

Students who drop a multi-term course, even after successfully completing the first half of the course, must enrol in and complete both halves of the course in a subsequent academic period in order to earn credit for the course.

4.5 – Appeals

No part of Academic Regulation 4 may be appealed.

Academic Regulation 5: Auditors

5.1 – Audit Policies

Students may not audit courses offered in the Bachelor of Health Sciences program.

5.2 – Appeals

No part of Academic Regulation 5 may be appealed.

Academic Regulation 6: Attendance, Course Work, and Conduct

6.1 – Participation and Conduct in Courses

Students must be enrolled in a course to be eligible to participate in lectures, laboratories, tutorials, ~~online~~ discussions, tests, and examinations associated with the course. Students are responsible for material covered in all modules and ~~virtual~~ laboratories sessions and are expected to participate in all tutorials, ~~online~~ discussions, tests, and examinations in their courses. Students are also responsible for submitting essays, exercises, reports, and laboratory work at the prescribed times. Student conduct in tutorials, ~~online~~ discussions, tests, and examinations must conform to the Code of Conduct. Students whose conduct does not conform to the Code of Conduct may be

issued a warning in writing from the course instructor. Subsequent failure to conform to the Code of Conduct may result in a written requirement to withdraw from the course (see Academic Regulation 17).

6.2 – Submission of Course Work
For purposes of evaluation, assignments, and other course work must be submitted in a readable format. All due dates are in Eastern Time (ET).

6.3 – Absence and Missed Course Work
A student who requires rescheduling of deadlines for course work, assignments, or tests extenuating circumstances is responsible for submitting the appropriate forms and additional paperwork (if required) to the Bachelor of Health Sciences program office as outlined by the Senate policy on Academic Consideration for Students in Extenuating Circumstances.

If there is a significant effect on engagement in coursework or academic performance such that the student may wish to request an incomplete grade, aegrotat or credit standing, the student is responsible for obtaining appropriate documentation at the time of treatment. See Academic Regulation 10 for further information about aegrotat and credit standing. Information about appeals to the Associate Director (Studies) for aegrotat or credit standing can be found in Appeal of Academic Decisions, Section 3.

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 instructor and the Bachelor of Health Sciences program office. The following elements may be used: the work of the term, including, where appropriate, essays and exercises, class tests, reports, seminar and online participation, laboratory work, and 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).

7.2 – Scheduling of Course Elements
7.2.1 – Provision of a Written Outline
Before the end of the first week of the term in which a course starts, instructors must provide students with a written outline of the basic features of the course. At a minimum, the course outline should include a description of the course objectives and a clear statement of the basis on which final marks are assigned. Instructors should specify the term work expected and weight, if any, that it will contribute to the final mark.

7.2.2 – Restrictions on Assessment
Major tests and *de facto* examinations are strictly prohibited in the last two course weeks and in the study period designated by Senate prior to the examination period.

7.2.2.1 – Major Tests or Quizzes
A test or quiz is deemed to be major if it:

i. covers more than the work of the preceding six weeks, or
ii. counts for more than 10 per cent of the final mark in a 6.0 unit class or 20 per cent of the final mark in a 3.0 unit class.

7.2.2.2 – De Facto Examinations, Major Term Essays, and Seminar Presentations
De facto examinations are essentially replacements for final examinations or end-of-term tests for which the Senate provides a schedule. A major term essay – one that conforms to (ii) above – should be assigned in the first half of the term if it is due any time between the beginning of the 11th week of classes and the end of the examination period. A seminar presentation that conforms to (i) or (ii) above should be assigned in the first half of the term if it is to be held in the last two weeks of term.

7.2.3 – Exceptions to the Restrictions on Assessment

Requests for exceptions must be made annually by instructors and must be approved by the Associate Director (Studies). (Exceptions to the above guidelines might include laboratory examinations requiring the hands-on use of apparatus or materials.)

7.3 – Submission of Mid-Year Grades
At the end of the Fall Term, instructors of multi-term classes may submit mid-year grades. These grades will be made available to students in January as an indication of their progress. Mid-year grades do not appear on official transcripts.

Academic Regulation 8: Examinations

8.1 – Supplemental Examinations
There are no supplemental examinations in courses offered in the Bachelor of Health Sciences program.

8.2 – Scheduling of Exams for Online Courses

~~**Scheduling of Examinations**~~
8.2.1 – Scheduling of online proctored examinations
It is the student's responsibility to schedule their examination and this must occur at a minimum of 24 hours prior to the time the examination opens. Students who schedule their examination within this final 24 hour period, or students who reschedule their examination during this period, will be assessed a fee of $40 CAD. If a student-side event occurs during an examination that requires rescheduling, such as accidentally submitting their exam or technical/bandwidth issues, the student will be assessed a fee of $40 CAD.

8.2.2 - Location and Timing of Examinations
An examination for any course offered in any term or session (including Summer Term) must be written using an approved secure online proctoring software.

The exam will be written during~~-~~ a designated 24 hour time period. This 24 hour time period for final examinations will occur during the University Exam Period. All times are in Eastern Time (ET). The final examination schedule may not be changed once the schedule is posted. ~~A student who is unable to write any examination due to extenuating circumstances must make alternate arrangements with the instructor (for mid-course examinations) or will write the final examination during the Deferred Exam Period. For final examinations, a student may consider a request for an incomplete grade, aegrotat, or credit standing (see Academic Regulation 6.3). Students who find themselves in such circumstances may seek permission to write the examination at a later time by submitting a Request for a Deferred Exam Form to the instructor of the course. The instructor may require a written appeal and/or medical certificate or other documentation that demonstrates extenuating circumstances. Such students seeking permission to write the examination at an earlier time than the scheduled time must appeal in writing to the Office of the Associate Director (Studies) as well as to the instructor (see Appeal of Academic Decisions, Section 3).~~

Final examinations do not normally last longer than 3 hours, except in the case of students who require accommodation requested through Queen's Student Wellness Services.

8.2.3 – Schedule Conflicts
A student discovering a conflict (two examinations at the same hour, three consecutive examinations in a 24-hour period, or an examination at the same hour as a religious observance) should report the conflict to the instructor and the Bachelor of Health Sciences program office (for mid-course examinations) and to the program office and the University Exam's Office (for final examinations), as soon as possible.

8.3 – Scheduling of Exams for Blended On-Campus Courses

8.3.1 Scheduling and Location of On-Campus Midterm Exams for Blended Courses

Scheduling and location of on-campus midterm exams for blended courses may proceed as described in 8.2 for online courses or as described in 8.3.2 for final exams for blended courses. This decision is at the discretion of the BHSc Program Office and Course Faculty.

8.3.2 Scheduling and Location of On-Campus Final Exams for Blended Courses

Examinations for on-campus blended courses will be scheduled by the ~~BHSc Program~~University Exam's Office. Examinations will be completed on a locked-down computer on Queen's University campus with the presence of a proctor. The final examination schedule may not be changed once the schedule is posted.

Final examinations do not normally last longer than 3 hours, except in the case of students who require accommodation requested through Queen's Student Wellness Services.

8.3.3 – Schedule Conflicts
A student discovering a conflict (two examinations scheduled at the same timer, three consecutive examinations in a 24-hour period, or an examination at the same hour as a religious observance) should report the conflict to the Bachelor of Health Sciences program office and the University Exam's Office (for final examinations), as soon as possible.

8.4~~3~~ – Extenuating Circumstances affecting Examinations
Students who are unable to write an examination during the scheduled time period due to extenuating circumstances beyond their control (such as serious illness, death in the family), should either make arrangements with the instructor ~~to write a deferred examination~~(for midterm examinations), ~~consider a request for an incomplete grade, or discuss other options for the course, as appropriate (see Academic Regulation 6.3). Note that personal plans do not qualify as extenuating circumstances under this Regulation.~~
~~A student who is unable to write any examination due to extenuating circumstances must make alternate arrangements with the instructor (for mid-course examinations)~~ or will write the final examination during the Deferred Exam Period. For final examinations, a student may consider a request for an incomplete grade, aegrotat, or credit standing (see Academic Regulation 6.3). Students who find themselves in such circumstances may seek permission to write the examination at a later time by submitting a Request for a Deferred Exam Form to the instructor of the course. The instructor may require a written appeal and/or medical certificate or other documentation that demonstrates extenuating circumstances. Such students seeking permission to write the examination at an earlier time than the scheduled time must appeal in writing to the Office of the Associate Director (Studies) as well as to the instructor (see Appeal of Academic Decisions, Section 3).
~~Students who are unable to write an examination during the scheduled time period due to extenuating circumstances beyond their control (such as serious illness, death in the family), should either make arrangements with the instructor to write a deferred examination, consider a request for an incomplete grade, or discuss other options for the course, as appropriate (see Academic Regulation 6.3). Note that personal plans do not qualify as extenuating circumstances under this Regulation.~~

Note that personal plans do not qualify as extenuating circumstances under this Regulation. Normally students are not permitted to write an examination at a time earlier than the scheduled time.

8.4~~3~~.1 Extenuating Circumstances Warranting an Early Examination
Students seeking permission to write an examination prior to the scheduled time/day due to very exceptional circumstances beyond their control must make a written request to the Office of the Associate Director (Studies).

8.4~~3~~.2 – Extenuating Circumstances Occurring Immediately Prior to an Examination
Students who experience sudden illness or other extenuating circumstances beyond their control, immediately prior to a scheduled examination, should not write the examination. Instead, students in such circumstances are responsible for submitting the appropriate form(s) and additional paperwork (if required) to the Bachelor of Health

Sciences program office prior to the examination start time, as outlined by the Senate policy on Academic Consideration for Students in Extenuating Circumstances. Once the request has been made and as soon as they are able, students must contact their instructor(s) to make arrangements to write a deferred examination either at a mutually agreed upon time (for mid-course examinations) or during the Deferred Exam Period (for final examinations).

8.4~~3~~.3 – Extenuating Circumstances Occurring During an Examination
Students who experience sudden serious illness during the course of writing a scheduled examination that prevents them from completing the examination, must verbally indicate as much to the Online Proctoring System, as well as notify their instructor by email to the course email address upon exiting the exam. The program office will liaise with the instructor of the course to determine if the examination attempt is considered valid. If students exit an online examination session without appropriately emailing the course email address as well as verbally indicating this to the Online Proctoring System, the examination attempt will be considered valid and no retroactive consideration will be possible.

If, after consultation with the instructor, the examination attempt is not considered to be valid, permission for the student to re-write the examination, either at a mutually agreed upon time (for mid-course examinations) or during the Deferred Exam Period (for final examinations) may be granted for documented cases at the discretion of the instructor(s) and the Associate Director (Studies). Alternatively, other options for the student to complete the course may be provided.

Please note that it is the responsibility of the student to follow up with their instructor(s) to arrange the appropriate consideration, but it is up to the instructor(s) to determine the date of the deferred examination within the Deferred Exam Period for final examinations, as defined by the BHSc Sessional Dates. Any further extensions based on continued or new extenuating circumstances will require a written appeal to the Associate Director (Studies).

8.5~~4~~ – Formal Review of Final Examinations
Students who feel their final examination has not been accurately assessed may request a formal review of the examination (see Academic Regulation 11).

Academic Regulation 9: Examination Conduct

9.1 – Admission to and Dismissal from the Examination
Students are required to provide their Queen's Photo ID (note: if your student ID card does not have a photo on it, you need to provide a government-issued photo ID) to the examination. During the online interview process students must show their photo ID, complete a room scan (see below), and a picture will be taken. Note: It is important that these scans are done slowly and clearly enough for your instructor to review them properly. If requested by the online proctor, students will be required to complete additional scans throughout the exam. If a student is absent during any amount of time after starting their exam, they should expect to be asked to perform another room scan. Not performing a proper room scan may compromise the academic integrity of your exam. During the room scan students will be required to show their monitor/screen to the online proctor using a mirror or reflective device. Any candidate logging into the exam software with insufficient time left to complete the examination will receive only the remaining time in which to write the examination. The late candidate's examination will be marked only at the discretion of the course instructor.

9.2 – Restrictions on Articles Taken into the Examination Location
No articles such as smart devices, textbooks, notes, books of tables, data sheets, graphs, paper, written material, calculators, etc., may be used during the exam unless authorized by the instructor.

Students should have only essential items on hand for the examination. Use of electronic devices with memory capabilities or web-access will be outlined for each exam held. Non-authorized device use including communication devices (e.g., cell phones, smartphones, media players, etc.) during the exam period will otherwise be prohibited. The use of a headset or ear buds is not permitted.

9.3 – Examination Regulations

A student is responsible for adhering to all Examination Regulations as published by the Office of the University Registrar and/or the Senate. All examination irregularities will be reported by trained online proctors to the instructor of the course and to the Associate Director (Studies). Normally, such irregularities will be dealt with under the regulations pertaining to departures from academic integrity (see Academic Regulation 1).

Academic Regulation 10: System of Grading and Transcript Notations

10.1 – Evaluative Grades

Normally, students receive letter grades for performance in courses offered by the Bachelor of Health Sciences program. The evaluative grades for all courses offered by the Bachelor of Health Sciences program are:

A+	Exceptional	C+	Acceptable
A	Outstanding	C	Minimally Acceptable (Honours)
A-	Excellent	C-	Minimally Acceptable (General)
B+	Very Good	D+	Unsatisfactory Pass
B	Good	D	Unsatisfactory Pass
B-	Reasonably Good	D-	Unsatisfactory Pass
		F	Failure – No Course Credit

10.1.1 – Long Descriptors

The long descriptors provide a more detailed guide to what each letter grade signifies:

A+	Indicates exceptional performance that exceeds the highest standards. The course content has been mastered, the ability to apply the material in new ways has been demonstrated, and an understanding of the wider context is evident, all to an exceptional degree. *Consistent performance at this level leads to placement on the Dean's Honour List with Distinction* (see Academic Regulation 12).
A	Indicates outstanding performance that meets the highest standards. The course content has been mastered, the ability to apply the material in new ways has been demonstrated, and an understanding of the wider context is evident. *Consistent performance at this level leads to placement on the Dean's Honour List* (see Academic Regulation 12).
A-	Indicates excellent performance that meets very high standards. Mastery of the course material and ability to apply the material in new ways have been demonstrated. *Consistent performance at this level leads to placement on the Dean's Honour List* (see Academic Regulation 12).
B+	Indicates very good performance that meets high standards. The course content has been mastered, with a comprehensive understanding of concepts and techniques.
B	Indicates good comprehension of the course material. The expectations set for the course have been met.
B-	Indicates reasonably good comprehension of the course material. Most expectations set for the course have been met

C+	Indicates an acceptable comprehension of the course material, meeting and in some cases exceeding basic standards.
C	Indicates a generally acceptable comprehension of the course material, meeting basic standards. *Consistent performance at this level is acceptable for an Honours Degree* (see Academic Regulation 16).
C-	Indicates a minimally acceptable comprehension of the course material while falling short of basic standards in some areas. *Consistent performance at this level is acceptable for a General degree, but not for an Honours degree* (see Academic Regulation 16).
D+	Comprehension of the course material was unsatisfactory, but sufficient for credit to be granted. *Consistent performance at this level will lead to placement on Academic Probation and, potentially, further sanctions* (see Academic Regulation 13).
D	Comprehension of the course material was unsatisfactory, but sufficient for credit to be granted. *Consistent performance at this level will lead to placement on Academic Probation and, potentially, further sanctions* (see Academic Regulation 13).
D-	Comprehension of the course material was unsatisfactory; barely sufficient for credit to be granted. *Consistent performance at this level will lead to an automatic requirement to withdraw* (see Academic Regulation 13).
F	Indicates that the minimum standards have not been met. Credit has not been granted. *Consistent performance at this level will lead to an automatic requirement to withdraw* (see Academic Regulation 13).

10.2 – Non-Evaluative Grades

10.2.1 – Aegrotat Standing

Aegrotat estimated standing in a course is reserved for situations in which a student, who has completed and passed at least 60 per cent of the work for a course, but 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). Aegrotat grades will be included in the student's grade point average (GPA) and can be used as credit earned towards a degree program.

A student seeking aegrotat standing in a class must have the written support of the instructor and must submit a formal appeal to the Office of the Associate Director (Studies) (see Appeal of Academic Decisions, Section 3). If the request is granted, this estimated letter grade would 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 their entire program.

10.2.2 – 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 because of illness or other extenuating circumstances beyond his or her control, earned a substantially lower grade than might have been expected, normally 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 appeal to the instructor of the class if the prerequisite requirement includes a minimum grade. The instructor has the authority to waive this prerequisite at their discretion.

A student seeking credit standing in a course must have the written support of the instructor and must submit a formal appeal to the Office of the Associate Director (Studies) (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. Students may be granted aegrotat and/or credit standing for a maximum of 36.0 units during their entire program.

10.2.3 – Grade Deferred (GD)

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

i. 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*
ii. 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 Director (Studies) the special circumstances under which the GD is being assigned, and in the case of (i) 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.

10.2.4 – Incomplete (IN)

Incomplete standing (IN) is a temporary designation reserved for a course in which a student who, because of extenuating circumstances beyond his or her control, has not completed all term work for a course or requests permission to defer the writing of a final examination.

A student seeking incomplete standing should first complete a Request for Academic Consideration for Extenuating Circumstances form (48 hours to 3 months) and submit it to the Bachelor of Health Sciences program office along with appropriate documentation, as outlined in the request form. After this has been submitted, the student must arrange with the instructor to complete the Permission for an Incomplete Mark form available from the Bachelor of Health Sciences program office and will be posted on the Bachelor of Health Sciences program website. The Permission for an Incomplete Mark 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 either the date of the first agreement or the end of the subsequent term must be based on further extenuating circumstances and will require an appeal to the Office of the Associate Director (Studies) with support from the instructor (see Appeal of Academic Decisions, Section 3).

10.2.5 – Pass in a Pass/Fail Course (P)

A pass standing (P) is reserved for a course in which a student successfully completes all the requirements in a course designated as pass/fail. A course that has been designated Pass standing will not be included in the student's GPA but can be counted for credit towards a degree program.

10.2.6 – Transfer Credit (TR)
A transfer credit (TR) designation is 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 the instructor of the class if the prerequisite requirement includes a grade higher than C. The 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.

10.2.7 – Dropped (DR)
Any course dropped by a student before the date for dropping a course without academic penalty specified in the Bachelor of Health Sciences program's published Academic Calendar shall be expunged from the transcript. Students wishing to drop a course after the published date must appeal to the Associate Director (Studies). If the appeal is granted, a DR designation shall 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.

10.2.8 – Not Graded (NG)
The not graded (NG) designation 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 – Courses in Progress (no designation)
Transcripts shall note all courses in progress during the academic term in which they are offered. Such courses in progress shall have no designations attached to them.

10.4 – Grade Point Average (GPA)
10.4.1 Letter Grade/Grade Point Table
All letter grades shall have grade points associated with them, according to the following table:

Letter Grade	Grade Points
A+	4.3
A	4.0
A-	3.7
B+	3.3

B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

The grade point average (GPA) shall be calculated by multiplying the grade points earned in a course by the unit value of that course, then dividing by the total number of units attempted during the period of time over which the GPA is being determined. Grade point averages may be determined over three periods for evaluative purposes.

10.4.2 –Cumulative GPA
The cumulative GPA shall be determined using all courses attempted and for which grade points are assigned over the course of a student's Career. Thus, students who change Career will have two cumulative GPA's on their academic record. The cumulative GPA used for all assessment purposes shall be the one associated with the student's current Career of registration. Unless otherwise indicated in the academic regulations, when reference is made to a GPA, a cumulative GPA is indicated.

10.4.3 – Term GPA
The term GPA shall be determined using all courses attempted and for which grade points are assigned during a particular academic term.

10.4.4 – Academic Year GPA
The academic year GPA shall be determined using all courses attempted and for which grade points are assigned during a particular academic year starting on 1 September and ending on the subsequent 31 August.

10.4.5 – Retaking Courses
If an exact course is repeated, the highest mark achieved shall be used in the determination of the GPA. To determine which grade takes precedence when one of the course attempts results in a TR, the TR shall be considered equivalent to a grade of C. If a TR takes precedence it will not be used in the GPA calculation.

10.4.6 – Students Who Began a Course of study before 1 May 2011
Numeric (percentage) grades have been assigned to classes that were offered up to and including the Winter Term of 2011. These numeric grades will continue to appear on the transcript for students who began a course of study before 1 May 2011. However, cumulative percentage averages will not be used for any academic purpose from May 2011 onwards. GPA values will instead be calculated based on the grade points assigned to these numeric grades. For conversion purposes, numeric grades shall be associated with grade points according to the following table:

Numeric Equivalent	Grade Points

(prior to 1 May 2011)	
90 – 100%	4.3
85 – 89%	4.0
80 – 84%	3.7
77 – 79%	3.3
73 – 76%	3.0
70 – 72%	2.7
67 – 69%	2.3
63 – 66%	2.0
60 – 62%	1.7
57 – 59%	1.3
53 – 56%	1.0
50 – 52%	0.7
0 – 49%	0.0

10.5 – Change of Grade

The deadline for submission of a change of final grade by an instructor can be no later than the end of the term following that in which the class was offered. If the change of grade is not submitted within that timeline, the existing grade in the course shall stand. Any extensions beyond the end of the subsequent term must be based on extenuating circumstances and will require an appeal from the student to the Associate Director (Studies) with support from the instructor (see Appeal of Academic Decisions, Section 3).

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 appeals of instructors' decisions on grading can be found in Appeal of Academic Decisions, Section 3.

Academic Regulation 12: Dean's Honour Lists

12.1 – Dean's Honour List

Students in the Bachelor of Health Sciences program who have obtained an academic year GPA of at least 3.50 at the end of the Summer Term, and who have not otherwise been placed on the Dean's Honour List with Distinction, will be placed on the Dean's Honour List.

To be eligible for the Dean's Honour List, students must also meet the following criteria:

i. They must be registered in the General or Honours Bachelor of Health Sciences program.

ii. They must have completed a minimum of 18.0 Queen's units in the relevant Fall-Winter-Summer academic year. Only courses that contribute towards the Bachelor of Health Sciences program will be included in the academic year GPA.
iii. There may be no failures and no repeated course enrolments in the relevant Fall-Winter-Summer academic year.
iv. There may be no outstanding IN or GD grades. All final grades and changes of grade must be submitted by 31 August, the final date for determination of an academic year GPA.

This honour will be noted on the student's transcript.

12.2 – Dean's Honour List with Distinction

For the purposes of determining eligibility for the Dean's Honour List with Distinction, student academic performance will be compared to that of their peers for all students registered in the General and Honours Bachelor of Health Sciences.

Those students who have achieved an academic year GPA in the top 3 per cent of all students within their program group are eligible for consideration for the Dean's Honour List with Distinction. They must also meet those eligibility criteria as outlined for the Dean's Honour List in Academic Regulation 12.1.
This honour will be noted on the student's transcript.

12.3 – Decisions on Dean's Honour Lists

Because decisions related to this regulation are solely dependent on particular levels of academic performance, no part of Academic Regulation 12 may be appealed.

Academic Regulation 13: Academic Standing

13.1 – Assessment

Academic standing is assessed once a year at the end of the Winter Term. All students who have completed a minimum of 18.0 units since the time of admission to the Bachelor of Health Sciences program, or who have completed a minimum of 18.0 units since the time of their previous assessment, shall be assessed. Assessment of academic standing is based solely on the cumulative GPA in the career in which the student is registered.

13.2 – In Good Academic Standing

Students are described as being in good academic standing unless otherwise notified.

13.3 – Academic Probation

13.3.1 – Criteria for Placement on Academic Probation

A student shall be placed on academic probation if he or she:

i. has a cumulative GPA of less than 1.60 at the time of assessment, or
ii. returns to studies after having previously been required to withdraw.

The academic standing "Placed on Academic Probation" shall be placed on the student's transcript.

13.3.2 – Academic Restrictions Resulting from Placement on Academic Probation

Students placed on academic probation will not be allowed to transfer units from another post-secondary institution for courses taken while on probation.

13.3.3 – Release from Academic Probation

Any student who is placed on academic probation, and who achieves a cumulative GPA greater than or equal to 1.60 at the time of their next academic standing assessment, shall be released from academic probation.

13.3.4 – Appeal of Decisions on Academic Probation

Because decisions related to this regulation are solely dependent on particular levels of academic performance, no part of Academic Regulation 13.3 may be appealed.

13.4 – Requirement to Withdraw for One Year (RTW1)

13.4.1 – Criteria for RTW1

A student shall be required to withdraw for one year if he or she:

i. has a cumulative GPA of less than 0.70 at the time of assessment, or
ii. is on academic probation at the time of assessment and has a cumulative GPA of less than 1.60.

The academic standing "Required to Withdraw for One Year" shall be placed on the student's transcript.

13.4.2 – Academic Restrictions Resulting from RTW1

Students who have been required to withdraw for twelve (12) months will not be permitted to register in the Bachelor of Health Sciences program for twelve months. After a twelve-month period has passed, students may register by contacting the program office and submitting a Return to Studies Form.

Students who are required to withdraw for one year will not be allowed to transfer units from another post-secondary institution for courses taken while required to withdraw (see Academic Regulation 14.3).

13.4.3 – Appeal of Decisions on RTW1

Information about an appeal to waive the requirement to withdraw for twelve (12) months can be found in Appeal of Academic Decisions, Section 3.

In exceptional circumstances, academic probation may be imposed by the Associate Director (Studies) as an alternative to requiring a student to withdraw. The special conditions that the student must meet in such instances will be determined by the Associate Director (Studies) on an individual basis.
If a student wishes to appeal the decision of the Associate Director (Studies), the student must do so in writing to the Board of Studies (see Appeal of Academic Decisions, Section 3).

13.5 – Requirement to Withdraw for a Minimum of Three Years (RTW3)

13.5.1 – Criteria for RTW3

A student shall be Required to Withdraw for a Minimum of Three Years if he or she:

i. has a cumulative GPA of less than 0.70 at the time of assessment and has previously been required to withdraw for one year, even if that previous requirement to withdraw was waived on appeal, or
ii. is on academic probation at the time of assessment and has a cumulative GPA of less than 1.60 and has previously been required to withdraw. Note that any student who has been required to withdraw and returns to studies is automatically placed on academic probation under Academic Regulation 1.3. Therefore, any student previously required to withdraw must achieve a cumulative GPA of greater than 1.60 at their next academic assessment upon their return to studies, or they will be required to withdraw for a minimum of three years.

The academic standing "Required to Withdraw for a Minimum of Three Years" shall be placed on the student's transcript.

13.5.2 – Academic Restrictions Resulting from RTW3

Students who have been required to withdraw for a minimum of three years will not be permitted to register in the Bachelor of Health Sciences program for thirty-six (36) months. After the minimum withdrawal period of three years has passed, students who wish to return to Queen's must appeal to the Office of the Associate Director (Studies) to have the requirement to withdraw waived (see Appeal of Academic Decisions, Section 3). All students who return to studies in the program after a period of absence of three years or more are subject to the degree program requirements in effect at the time of their return.

Students who are required to withdraw for a minimum of three years will not be allowed to transfer units from another post-secondary institution for classes taken while required to withdraw.

13.5.3 – Appeal of Decisions on RTW3

Information about an appeal to waive the requirement to withdraw for three years can be found in Appeal of Academic Decisions, Section 3.

If a student is within 12.0 units of completing a degree, that student's case will be reviewed by Associate Director (Studies), who may impose a lesser penalty. In exceptional circumstances, academic probation may be imposed by the Associate Director (Studies) 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 Director (Studies) on an individual basis.

If a student wishes to appeal the decision of the Associate Director (Studies), the student must do so in writing to the Board of Studies (see Appeal of Academic Decisions, Section 3).

13.6 – Other Requirements to Withdraw

The Associate Director (Studies) may, at any time, either during the term or after the close of the term, recommend to the Bachelor of Health Sciences program Directors that a student whose attendance, work, or progress is deemed unsatisfactory, be required to withdraw from the program.

The Associate Director (Studies) will notify the student in writing of the potential requirement to withdraw, the reasons for the decision, and advise the student of the opportunity to respond to the potential requirement to withdraw. The student must also be advised of the right to have representation for any response made to the potential requirement to withdraw. (On matters of procedure and representation, the University Dispute Resolution Advisors are available for consultation and assistance.)

Normally the Associate Director (Studies) will convene a meeting or video/teleconference with the student (and his or her representative) and, where appropriate, instructors (and their representatives) and witnesses, to thoroughly review the case for the potential requirement to withdraw. This investigation may involve written submissions and/or oral evidence presented by witnesses concerning the grounds for the potential requirement to withdraw. The student must be notified, in writing, when the meeting or video/teleconference on the case will be convened, invited to appear at the meeting or video/teleconference, and be advised of the right to have representation at the meeting or video/teleconference. At least ten (10) calendar days prior to the meeting, the student has a right to know what, if any, material from the student's file will be considered.

After considering the available evidence, the Associate Director (Studies) must inform the student in writing of the decision to proceed with a recommendation to the Bachelor of Health Sciences program Directors that the student be required to withdraw from the Bachelor of Health Sciences program. The student must also be informed in writing of the opportunity to appeal the decision to the Board of Studies (see Appeal of Academic Decisions, Section 3).

13.7 – Honours

13.7.1 – Admission to Honours

Students must have a cumulative GPA of 2.60 or more on all courses taken towards their degree by the end of their first year of study and must have a cumulative GPA of 2.60 or more on all core courses.

13.7.2 – Criteria for Honours Warning

A student shall be given an honours warning if he or she is not meeting the requirements for admission to honours (see Academic Regulation 13.7.1 above) at the time of assessment and is otherwise in good academic standing.

The academic standing of honours warning will not be placed on the student's transcript. Instead, the student will be informed in writing that while they are currently in good academic standing, their GPA is such that they would be ineligible to receive an honours degree.

13.7.3 – Appeal of Decisions on Honours Warning

A student may not appeal an honours warning standing because it is the direct result of a particular level of academic performance. The honours warning standing, as such, does not remove them from good academic standing.

13.8 – Not Eligible to Proceed to an Honours Degree

13.8.1 –Criteria for being deemed Not Eligible to Proceed to an Honours Degree

A student shall be deemed to be not eligible to proceed to an Honours Degree if he or she has attempted 132.0 or more units at the time of assessment and has a cumulative GPA of less than 2.60 and a cumulative GPA of less than 2.60 on all core courses. A student who has been deemed to be not eligible to proceed to an Honours Degree, will be automatically transferred into the general degree.

13.8.1 – Academic Restrictions Resulting from Not Eligible to Proceed to an Honours Degree

A student who has been deemed not eligible to proceed to an Honours Degree may not register in further classes in the Bachelor of Health Sciences program excepting those that may be required in order to complete a general degree program. Permission to register in such classes must be sought from the Associate Director (Studies).

13.8.2 – Appeal of Decisions Related to the Not Eligible to Proceed to an Honours Degree Standing

A student may not appeal a "Not Eligible to Proceed to an Honours Degree" standing because it is the direct result of a particular level of academic performance.

Academic Regulation 14: Credit for Courses Taken Elsewhere

14.1 – Letters of Permission

Subject to the requirements of Academic Regulation 16, a student registered in the Bachelor of Health Sciences degree program may be permitted to take undergraduate classes elsewhere for credit toward a degree offered by the program. The student must obtain a letter of permission from the Bachelor of Health Sciences program prior to enrolling in classes at another post-secondary institution. There is a non-refundable application fee for a letter of permission, which is issued for a specified post-secondary institution and for a specified term.

To obtain a letter of permission, a student must be in good academic standing (see Academic Regulation 13), have a minimum cumulative GPA of 1.60, and have completed a minimum of 12.0 units within the Bachelor of Health Sciences program.

Letters of permission may be issued at the discretion of the Bachelor of Health Sciences program Associate Director (Studies) for no more than 20% of the core and option courses in the Bachelor of Health Sciences program.

Letters of permission may be issued at the discretion of the Bachelor of Health Sciences program Associate Director (Studies) for no more than 50% of the elective courses in the Bachelor of Health Sciences program.

14.2 – Conditional Letters of Permission: Level 1 Students

A student who has completed fewer than 24.0 units may apply for a conditional letter of permission if their cumulative GPA (including mid-year grades on multi-term courses) is at least 1.60 on a minimum of three courses for which evaluative grades are granted. If the student fails to be in good academic standing following the assessment period at the end of the Winter Term (see Academic Regulation 13), the conditional letter of permission will be considered null and void, and the student will not be permitted to transfer any units taken at another post-secondary institution.

14.3 – Students Required to Withdraw or on Probation

Courses taken at other post-secondary institutions by the Bachelor of Health Sciences program students while on academic probation or under a requirement to withdraw will not be transferred to Queen's (see Academic Regulations 15 and 13).

14.4 – Level 3 and 4 Students

Normally the last two years of an honours degree are taken within the Bachelor of Health Sciences program at Queen's. A student in Level 3 or 4 may transfer credits totaling no more than 20% of either core or option courses for credit towards the Bachelor of Health Sciences program degree.

14.5 – Obtaining Transfer Credit

To transfer credit to Queen's for a class taken elsewhere, a passing final grade equivalent to at least C at Queen's (minimum grade of 63 on percentage-based scale) must be obtained, unless otherwise stated on the letter of permission. The transfer credit, not the grade achieved, will be transferred to the student's record at Queen's (see Academic Regulation 10). Transfer credits for courses taken at another post-secondary institution will not be added to the student's record at Queen's unless the student is in good academic standing. It is the responsibility of the student to submit an original transcript in a sealed envelope directly from the host institution to the Bachelor of Health Sciences program. The original transcript will be maintained on file in the Office of the University Registrar.

14.5.1 – Transfer Credits for Upper Year Transfer and Second Degree Students

For upper-year transfer from post-secondary institutions, a maximum of 24.0 course units may be transfer credits (grade of TR) from outside the Bachelor of Health Sciences program at Queen's University. All 24.0 units may be transferred as elective courses or can be made up of a combination of core, option, and elective units, up to a maximum of 12.0 units for core courses and 6.0 units for option courses.

14.5.2 – Transfer Credits for College Applicants

14.5.2.1 2-year Diploma Graduates:
Applicants presenting a 2-year diploma (or 2 years of a 3-year diploma) entering the Bachelor of Health Sciences program are eligible to receive up to 18.0 units of unspecified transfer credit.

14.5.2.2 3-year Diploma Graduates and 4-year College Degree Graduates:
Applicants presenting a 3-year diploma, 3 years of a 4-year degree, or a 4-year degree entering the Bachelor of Health Sciences program eligible to receive up to 24.0 units of unspecified transfer credit.

14.5.3 Transfer Credits for Courses Completed in High School

14.5.3.1 – Advanced Placement
A maximum of 18.0 units may be granted for Advanced Placement examinations passed with a grade of 4 or higher. Official examination results must be forwarded to Undergraduate Admission. A course transfer notation of TR will be placed on the transcript.
In no case shall an evaluative grade be placed on the transcript for a transfer credit (see Academic Regulation 10.2.6).

14.5.3.2 – General Certificate of Education (GCE) Systems
Candidates from systems offering the General Certificate of Education must normally offer seven subjects, at least three of which must be at the Advanced Level (excluding the General Paper). To be eligible for consideration, grades at both the Advanced and Ordinary Levels must not be lower than C. A maximum of 18.0 units may be granted for A-Level courses completed with a grade of B or higher. A course transfer notation of TR will be placed on the transcript.
In no case shall an evaluative grade be placed on the transcript for a transfer credit (see Academic Regulation 10.2.6).

14.5.3.3 – International Baccalaureate (IB) System
Candidates completing the International Baccalaureate diploma may be considered for admission provided they pass six subjects, with at least three at the Higher Level (HL), and accumulate a minimum total grade of 28, exclusive of bonus points. Whether or not the IB diploma has been completed, a maximum of 18.0 units may be granted for HL courses completed with a score of 5 or greater.

A course transfer notation of TR will be placed on the transcript.
In no case shall an evaluative grade be placed on the transcript for a transfer credit (see Academic Regulation 10.2.6).

14.5.3.4 – French Baccalauréat System
Candidates who successfully complete the full Baccalauréat S diploma program may be considered for admission, and may be eligible to receive a maximum of 18.0 units for courses completed with a score of 12 or greater. A course transfer notation of TR will be placed on the transcript.
In no case shall an evaluative grade be placed on the transcript for a transfer credit (see Academic Regulation 10.2.6).

14.5.3.5 – Cambrian Pre-University
A maximum of 18.0 units may be granted for Pre-U courses completed with a grade of B (M3) or higher. A course transfer notation of TR will be placed on the transcript. In no case shall an evaluative grade be placed on the transcript for a transfer credit (see Academic Regulation 10.2.6).

14.6 – Procedures to Graduate
A student who is granted a letter of permission to complete the final course(s) of his or her degree program at another post-secondary institution during the Fall-Winter academic year, and who intends to graduate in the Spring Convocation, must submit an official transcript in a sealed envelope to the Bachelor of Health Sciences program Office by the second week of May. Meeting this deadline will ensure that the student's name appears in the convocation program and that the student's diploma is printed for the day of the ceremony.

A student who is granted a letter of permission to complete the final course(s) of his or her degree program at another post-secondary institution during the Summer Term, and who intends to graduate in the Fall convocation, must submit an official transcript to the program office by the first week of October. Meeting this deadline will ensure that student's name appears in the convocation program and that the student's diploma is printed for the day of the ceremony.

Academic Regulation 15: Voluntary Withdrawal and Return to Studies

15.1 – Voluntary Withdrawal
Students may withdraw voluntarily, without academic penalty, prior to deadlines published in this Calendar (see Academic Calendar Dates). It is recommended that students consult with an academic advisor of the Bachelor of Health Sciences before withdrawing. Students must drop all their courses and return their student cards to the Bachelor of Health Sciences program in order to withdraw from Queen's.

15.2 – Return to Studies
15.2.1 –Letters of Permission
Students who were away during the preceding Fall, Winter, or Summer Term on a letter of permission (see Academic Regulation 14) may resume their registration without any further special action.

15.2.2 – Students Required to Withdraw or on Probation
Students who were required to withdraw for one year or who were placed on academic probation may attend another post-secondary institution while away from the University. However, they will not be permitted at any time to transfer credits for courses taken elsewhere while required to withdraw or while on academic probation (see Academic Regulations 13 and 14). These students must complete and return the appropriate section of the Return to Studies form to the Bachelor of Health Sciences program office in order to register in classes.

Students who were required to withdraw for a minimum of three (3) years must further appeal to the Associate Director (Studies) (see Academic Regulation 13) in order to register in classes once at least three (3) years have elapsed.

15.2.3 – Students in Good Academic Standing

15.2.3.1 – Not Attending another Institution

Those students who have registered in the Bachelor of Health Sciences program, who have attempted at least one course, and are in good academic standing, who did not attend any other post-secondary institution while away from the University, and who wish to return, must complete and return the appropriate section of the Return to Studies form to the Office of the Associate Director (Studies) in order to register in classes.

15.2.3.2 – Attending another Institution without Leave

Those students in good academic standing who, *without a letter of permission*,

i. completed 18.0 or fewer university-level units (including failures) at another post-secondary institution or
ii. were registered in a two- or three-year diploma program at a post-secondary institution, but did not graduate and who are willing to waive their right to any transfer credit earned while withdrawn from the University

must complete and return the appropriate section of the Return to Studies form to the Office of the Associate Director (Studies) in order to register in classes.

A student who has completed 9.0 or fewer university-level units (including failures) at another post-secondary institution during the Queen's University Summer Term directly preceding the current Fall Term only may apply for a retroactive letter of permission. Students making an application for a retroactive letter of permission should be aware that there is no guarantee that their credits will be transferred toward their degree program. In all other cases, if a student *without a letter of permission* has taken units during the academic year and wishes to have transcripts evaluated for the purpose of receiving transfer credit from another institution, they must instead apply for readmission as an external student (see Admission Regulations 5). Such students must meet the minimum admission requirements for external students to be accepted. Such students are not guaranteed access to the degree program, including that in which they were registered before leaving Queen's. Therefore, *it is strongly recommended that such students speak to a Bachelor of Health Sciences program academic advisor before applying through Undergraduate Admission.*

Those students in good academic standing who:

i. transferred to a university degree program at another post-secondary institution (excluding a graduate program),
ii. graduated from a two- or three-year diploma program at a post-secondary institution,
iii. *without a letter of permission*, completed more than 18.0 university-level units (including failures) at another post-secondary institution, or
iv. hold any other status at another post-secondary institution not described in this regulation

must apply for readmission as an external student (see Admission Regulations 5). Such students must meet the minimum admission requirements for external students to be accepted. Such students are also not guaranteed access to the degree program, including that in which they were registered before leaving Queen's.

15.3 – Appeals

No part of Academic Regulation 15 may be appealed, as this regulation deals with matters of admission to the Bachelor of Health Sciences program. Admission matters are explicitly excluded from the appeals process in accordance with the Senate *Policy on Student Appeals, Rights and Discipline* (SARD).

Academic Regulation 16: Requirements for Graduation

16.1 – Honours Degrees

16.1.1 – GPA Requirements

The awarding of the Bachelor of Health Sciences (Honours) degree is conditional on receiving a minimum cumulative GPA of 2.60 in the program and a minimum cumulative GPA of 2.60 on all core courses in the program.

16.1.2 – Total Unit Requirement
The awarding of the Bachelor of Health Sciences (Honours) degree is conditional on the successful completion of a minimum of 120.0 units.

16.1.3 – Applying Transfer Credits
No more than 20% of core units in the program may be transfer credits (grade of TR) from outside Queen's University.

No more than 20% of elective credits in the program may be transfer credits (grade of TR) from outside Queen's University.

16.2 – Three-Year General Degrees
3.2.1 – GPA Requirements
The awarding of the Bachelor of Health Sciences (General) degree is conditional on receiving a minimum cumulative GPA of 1.60 in the career in which the student is registered at the time of graduation, and a minimum GPA of 1.60 on the courses used towards the General Plan requirements of the degree.

16.2.2 – Total Unit Requirement
The awarding of the Bachelor of Health Sciences (General) degree is conditional on the successful completion of a minimum of 90.0 units.

16.2.3 – Applying Transfer Credits
No more than 20% of core or option units in the program may be transfer credits (grade of TR) from outside Queen's University. No more than 20% of elective credits in the program may be transfer credits (grade of TR) from outside Queen's University.

As per Academic Regulation 10, transfer credits (grade of TR) are not used towards the calculation of any GPA. Therefore, for students offering courses from other universities to meet the Queen's degree requirements, the GPA is calculated on Queen's courses only.

16.3 – Degrees with Distinction
16.3.1 – Requirements for Degree with Distinction
Graduation with Distinction recognizes the highest level of academic performance at Queen's. A Degree with Distinction will be awarded to students who have achieved the following:

i. a minimum cumulative GPA of 3.50 in the Distance Studies Careers,
ii. a minimum GPA of 3.50 on the courses used towards all the Plan requirements of the degree, and
iii. no failed grades, no outstanding IN or GD grades, and no repeated classes during their Distance Studies Careers.

16.3.2 – Applying Transfer Credits
As per Academic Regulation 10, transfer credits (grade of TR) are not used towards the calculation of any GPA. Therefore, for students offering courses from other universities to meet the Queen's degree requirements, the GPA is calculated on Queen's courses only.

16.5 – Course Requirements
All courses required to fulfill the program requirements for the degree must be completed, including appropriate core, option, and elective requirements. Plan overlap rules as detailed in the Academic Degree Programs section of this Calendar must be followed. In exceptional cases, departments may permit the substitution of other core, option, and/or elective course requirements in the degree program.

16.6 – Appeal of Decisions on Requirements for Graduation
As decisions related to this regulation are solely dependent on particular levels of academic performance, no part of Academic Regulation 16 can be appealed.

16.7 – Application to Graduate
A degree candidate must apply to graduate during the final year of the program, or at least by 30 April for Spring convocation and by 15 October for Fall convocation.

Academic Regulation 17: Misconduct in an Academic or Non-Academic Setting

17.1 – Unacceptable Behaviour within the Context of a Course
17.1.1 – Cases Handled by the Instructor
When unacceptable behaviour occurs in the context of a specific component of a course in which the student is registered (e.g. lectures, laboratories) the instructor may deal with the matter by notifying the student in writing of the alleged behaviour, the possible sanctions, and the opportunity to respond to the allegation. Possible sanctions may include, but are not limited to, a statement of apology, the assignment of work reflecting on the unacceptable behaviour, and/or refusal to accept work submitted by the student pertinent to the portion of the course in which the behaviour took place.

The student must also be advised of the right to have representation for any response made to the allegation of unacceptable behaviour in the context of a course. (On matters of procedure and representation, the University Dispute Resolution Advisors are available for consultation and assistance.)

Normally the instructor will meet or speak with the student (and his or her representative) via video/teleconference to conduct a thorough investigation of the available evidence. This investigation may involve written submissions and/or oral evidence presented by witnesses to the alleged unacceptable behaviour. At least ten (10) calendar days prior to the meeting or video/teleconference, the student has the right to know what, if any, material from the student's file will be considered.

After considering the available evidence, the instructor must inform the student in writing of the decision and the sanction, if any, that will be imposed. If a sanction is imposed, the instructor must inform the student in writing of the opportunity to appeal the finding and/or the sanction to the Associate Director (Studies) (see Appeal of Academic Decisions, Section 3).

17.1.2 – Cases Handled by the Associate Director (Studies)
If the matter is more serious than the sanction an instructor can impose would satisfy, the case should be referred by the instructor to the Associate Director (Studies) who may impose sanctions ranging from those noted above to requiring the student to withdraw from the class or recommending to Senate that the student be required to withdraw from the Bachelor of Health Sciences program or from the University.

The instructor must inform the student in writing that the case has been referred to the Associate Director (Studies). The Associate Director (Studies) will notify the student in writing of the alleged behaviour, the possible sanctions, and the opportunity to respond to the allegation. The student must also be advised of the right to have representation for any response made to the allegation of unacceptable behaviour. On matters of procedure and representation, the University Dispute Resolution Advisors are available for consultation and assistance.

Normally the Associate Director (Studies) will convene a meeting or video/teleconference with the student (and his or her representative), the instructor (and his or her representative), and witnesses where appropriate, to conduct a thorough investigation of the available evidence. This investigation may involve written submissions and/or oral evidence presented by witnesses to the alleged misconduct. The student and instructor must be notified, in writing, when the meeting on the case will be convened, invited to appear at the meeting or video/teleconference, and be advised of the right to have representation at the meeting or video/teleconference. At least 10 calendar days prior to the meeting or video/teleconference, the student has the right to know what material will be considered.

After considering the available evidence, the Associate Director (Studies) must inform the student in writing of the decision and the sanction, if any, that will be imposed. If a sanction is imposed, the Associate Director (Studies) must

inform the student in writing of the opportunity to appeal the finding and/or the sanction to the Academic Integrity and Conduct Panel (see Appeal of Academic Decisions, Section 3).

17.2 – Unacceptable Behaviour Outside the Context of a Course
When unacceptable behaviour occurs in an academic or academic-related setting, but not in the context of a course in which the student is registered (e.g. other courses), the aggrieved party shall refer the case either to the Judicial Committee of the Alma Mater Society (or of the Graduate Student Society if appropriate), or to the Committee on Non-Academic Discipline. Before referring the case to either body, the aggrieved party is advised to consult with the University Secretariat.

17.3 – Cases Handled by the Committee on Non-Academic Discipline
When the sanctions specified above in Academic Regulation 17.1 are deemed inadequate or inappropriate by the instructor or the Associate Director (Studies), the matter shall be referred by either the instructor or the Associate Director (Studies) to the Committee on Non-Academic Discipline. The clerk of the relevant Judicial Committee shall then be notified by the Chair of the Committee on Non-Academic Discipline of this referral. (If the Judicial Committee Clerk does not agree that the Committee on Non-Academic Discipline, rather than the Judicial Committee, has jurisdiction in the case, the Chair of the University Student Appeal Board shall decide on the forum in which the case is to proceed.)

The Committee on Non-Academic Misconduct may impose such sanctions as it considers appropriate including withdrawal from the Bachelor of Health Sciences program, and recommendation to the Senate for dismissal from the University.

17.4 – Appeal and Review of Decisions
17.4.1 – Appeal of a Decision Made by the Associate Director (Studies)
If the student is not satisfied with a decision referred to in Academic Regulation 17.1, the next stage of review lies with the Committee on Non-Academic Discipline. The student is advised to consult a University Dispute Resolution Advisor or the Dean of Student Affairs. In all cases, within 21 calendar days of receiving the decision, the student must send an appeal in writing to the Director of the Bachelor of Health Sciences program, who will refer it to the Committee.
The Committee will consider the appeal and, subject to Academic Regulation 17.4.2, its decision will be final.

17.4.2 – Appeal of a Decision Made by the Committee on Non-Academic Discipline
Any appeal of a decision made by the Committee on Non-Academic Discipline shall be made through the system for handling grievances as recorded by the Senate *Policy on Student Appeals, Rights and Discipline*, available from the University Secretariat.

Academic Regulation 18: Jurisdiction

18.1 – Bachelor of Health Sciences Students Registered in Courses Offered by Other Faculties/Schools
Bachelor of Health Sciences students registered in courses offered through another Faculty or School are governed by the academic regulations of the Bachelor of Health Sciences program, with the exception of Academic Regulation 1 (Academic Integrity). In accordance with the Senate *Policy on Academic Integrity Procedures*, the initial investigation of a departure from academic integrity and any referral of an academic integrity case will take place under the regulations of the Faculty or School offering the course. Appeals will continue to take place in accordance with the regulations of the Bachelor of Health Sciences program. In the case of a finding of a departure from academic integrity, the Faculty or School offering the course will disclose the departure to and consult with the Associate Director (Studies) of the Bachelor of Health Sciences program before imposing any sanction. Upon such disclosure, the severity of any such departure shall be assessed by the Associate Director (Studies) as being equivalent to Level I or Level II and a record of the departure shall be retained by the Bachelor of Health Sciences program in accordance with the process outlined in Academic Regulation 1. Consistent with Academic Regulation 1,

this record may be taken into consideration in determining a sanction were a further finding of a departure from academic integrity to occur.

18.2 – Students from Other Faculties/Schools Registered in Bachelor of Health Sciences Courses
Students from other Faculties or Schools registered in a course offered through the Bachelor of Health Sciences program are governed by the academic regulations of their home Faculty, with the exception of any academic regulations of that Faculty or School pertaining to academic integrity. In accordance with the Senate *Policy on Academic Integrity Procedures*, the initial investigation of the departure and any referral of the case to the Associate Director (Studies) will take place under Academic Regulation 1 (Academic Integrity) of the Bachelor of Health Sciences program. In the case of a finding of a departure from academic integrity, the Associate Director (Studies) will disclose such finding to the appropriate authority in the student's home Faculty or School and will consult with that authority before imposing any sanction.

ANAT 380 – CLINICALLY RELEVANT HUMAN ANATOMY

COURSE DESCRIPTION

ANAT 380 is a course on regional anatomy of the human body focusing on active and collaborative learning. Through a series of learning modules that will include readings, group learning activities, assignments, and inquiry, students will explore the major organ systems, their components and the relationships between them in gaining an appreciation of the architecture of the human body. A primary approach of this course will focus on the application of anatomical knowledge in case-based clinical scenarios. Students will apply knowledge gained from the course in order to collaborate with peers to solve clinical problems, as well as develop their own realistic clinical case based on an underlying anatomical issue. Commonly used medical terminology will be included and may be different from that used in newer anatomy textbooks and taught in most university anatomy courses.

Note: This course was designed specifically using *the Bachelor of Health Sciences (Honours)* program framework.

PREREQUISITES/COREQUISITES

Minimum 3rd year (level 3) standing, PHGY 215/3.0, PHGY 216/3.0, and one of [ANAT 100/3.0; ANAT 101/3.0; (ANAT 215/3.0 and ANAT 216/3.0); (ANAT 315/3.0 and ANAT 316/3.0)].

METHOD OF DELIVERY

Online format with materials, communication, and assignment submissions all via onQ.

LEARNING OUTCOMES:

With successful completion of this course, students will be able to:

1. Analyze the gross anatomy of the organs that constitute the different regions of the human body to predict the physiological functional relationship. *(PLO 2, 3, 6, 8; Assessment 1-4)*
2. Integrate module content, medical terminology, and external medical literature to collaboratively solve case-based problems related to anatomical issues. *(PLO 2, 8; Assessment 1, 2, 4)*
3. Apply knowledge gained from course content to develop an anatomically accurate clinical scenario and clearly communicate orally both anatomical and medical terminology. *(PLO 2, 8; Assessment 2)*

Note: PLO refers to the program learning outcome to which each course learning outcome matches.

ASSESSMENT/EVALUATION

1. Problem-Based Learning Group Assignments (30%)
2. Clinical Case Presentation (25%)
3. Online Quizzes (15%)
4. Final Exam (30%)

Students will be evaluated on two active learning activities (55%) one of which will include peer critique, multiple opportunities to self-assess their progress through short quizzes (15%), and a final exam (30%). Assessment 1, 2, and 4 will be graded using marking rubrics. Each assessment corresponds to a course learning outcome (LO), as indicated in brackets.

Assessment 1 - Problem-Based Learning (PBL) Group Assignments (LO 1-5, 7)
In this learning activity, students will be presented with a series of case-based anatomical problems and scenarios related to module content and real-life (medical) applications. Each clinically-based scenario will integrate anatomical knowledge from various modules thus giving you an opportunity to practice and apply several new concepts. Working individually and in small groups, you will be required to think critically about the information presented, while developing a thorough assessment of the situation. In small groups, students will collaborate to develop well-constructed answers to questions related to each scenario and submit one copy of the answers per group for evaluation. You will be evaluated based on your contribution to the group discussion forum and the completion of the task. All member of the group will receive the same mark however if you did not contribute you will automatically get a mark of "0".

There will be 3 PBL assignments based on the following topics:

A. Thorax, abdomen & pelvis	12%
B. Lower extremity, back and upper extremity	10%
C. Head and neck	8%

Assessment 2 - Clinical Case Presentation - Discover First, Explain Later (LO 1-4, 6, 7)
This inquiry-based learning strategy focuses on students taking the initiatives and lead in their own learning and is built into their larger program structure, goals, and plans. The students are actively involved in the planning, development and evaluation of their activities. Students will individually create their own clinical case that involves an anatomically-related problem (discover first) and then launch their individual inquiries (explain later). This will include presentation of the case, the patient's symptoms, as well as the relevant anatomy behind the observed findings. Students will advocate for the patient by outlining treatment options based on their findings. Students will integrate both module content as well as medical/anatomical literature in the development of their clinical case. Emphasis will be placed on students' ability to accurately identify and explain the correct anatomy related to their clinical case, as well as the process established and followed to gain this knowledge and furthermore to disseminate this to their peers. This project allows the students to track their growth and make judgements about their achievements.

Each student will create an aesthetically pleasing and professional poster that conveys the case and inquiries completed. Each student will critically evaluate 3 other posters (and will be graded with a rubric on the quality of their feedback). The final poster will be submitted for grading with the rubric by the teaching team.

Assessment 3 - Online Quizzes (LO 1-3)

Students will complete four quizzes which will be a series of multiple-choice and practical (identification) questions to test the knowledge and understanding of the material presented in the modules. The quizzes will be based on the following topics:

A. Thorax	3%
B. Abdomen & pelvis	3%
C. Lower extremity, back and upper extremity	5%
D. Head and neck	4%

Assessment 4 - Final Exam (LO 1-3)

Students will complete an online proctored final exam to assess their ability to apply knowledge and demonstrate an understanding of the course material. This evaluation will consist of multiple-choice and well-constructed short answer questions related to case-based clinical scenarios and anatomically related problems that will focus on the integration of material as opposed to strict memorization. **These are not open book evaluations!**

COMPETENCIES

The course learning outcomes and assessments that correspond with the program competencies are indicated below:

1. Communicator	(Assessments 1, 2)
2. Advocate	n/a
3. Leader	n/a
4. Scholar	(Assessments 1, 2)
5. Professional	(Assessments 1, 2, 4)
6. Collaborator	(Assessment 1, 2)
7. Content Expert	(Assessment 1, 2, 3, 4)

MODULE TOPICS

1. **Thorax:** thoracic wall, diaphragm, breast, heart, pleura, lungs, mechanics of respiration, mediastinum (blood vessels, lymphatics, nerves, viscera)
2. **Abdomen**: abdominal wall, inguinal canal, testes, peritoneum, viscera (GI tract, liver, biliary system, pancreas, spleen, kidneys, ureters, suprarenal glands), blood vessels, lymphatics, lumbar plexus
3. **Pelvis:** bony pelvis, pelvic floor, female and male internal genitalia, urinary bladder, sigmoid colon, rectum, perineum (anal triangle, urogenital triangle, male and female external genitalia)
4. **Lower extremity:** gluteal region, thigh, hip joint, leg, tibiofibular joints, popliteal fossa, knee joint, foot, ankle, superficial veins
5. **Back:** spine (curvatures, regional vertebra, intervertebral discs, facet joints, ligaments) and musculature
6. **Upper extremity:** shoulder region, shoulder complex (joints), axilla, arm, forearm, radioulnar joints, elbow joint, hand, carpal tunnel
7. **Head and Neck:** skull (adult and infant), face, ear, orbit and eyeball, eyelids, lacrimal apparatus, neck, cranial nerves, masticatory apparatus, oral cavity, salivary glands, nose, larynx, trachea, pharynx, esophagus, palate

TIME COMMITMENT

Students can expect to spend approximately 10 hours a week in study / practice and online activity for ANAT 380.

REQUIRED RESOURCES

1. Content in the modules from the course website.
2. Moore, K. L., Agur, A. M., & Dalley, A. F. (2019). *Essential Clinical Anatomy*. Philadelphia: Wolters Kluwer Health

ACCESSIBILITY/ACCOMODATION

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

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

ACADEMIC INTEGRITY

Clinically Relevant Anatomy (ANAT 380) follows the academic integrity policy of Queen's University. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org) and by the quality of courage. These values are central to the building, nurturing and sustaining of an academic community in which all members of the community can thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University; see Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html.

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the *Bachelor of Health Sciences (Honours) Program* Calendar (see Academic Regulation 1 https://bhsc.queensu.ca/academic-calendar-page/academic-regulations-and-university-policies/), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Specifically, students must express themselves in their own words, and cite sources when they use outside information. Verbatim copying of the module text or textbook is considered plagiarism

and is a breach of academic integrity. Further, lying and misrepresentation are dishonest and violate the six core values of academic integrity.

COPYRIGHT OFCOURSE MATERIALS

This material is copyrighted and is for the sole use of students registered in ANAT 380. This material shall not be distributed or disseminated to anyone other than students registered in ANAT 380. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.

GRADING METHOD

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

Grade	**Numerical Course Average (Range)**
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

GLPH385 Biohacking and Gerontechnology

COURSE DESCRIPTION

GLPH 385, *Biohacking and Gerontechology*, examines technologies that are in use/evolving in the aging support and anti-aging arsenal, including gerontechnology and anti-aging technologies. Gerontechnology is the intersection between gerontology and technology and is utilized for entertainment, communication, and employment as well as to maintain physical and mental health, self-esteem and well-being, as well as to support aging in place, transportation, and the accomplishment of work and leisure activities, among other things.

Anti-aging technology, a subset of gerontechnology, includes innovations like stem cell therapy, gene therapy and gene editing, and cybernetics (e.g. cochlear implants, artificial retinas, prosthetic limbs). On the cutting edge of the technology of aging is nanotechnology, cell regeneration, and whole brain emulation. Technological devices also assist older adults to age in place, by monitoring health, supporting social connection, and providing activities for leisure time.

This course introduces and encourages the use of a global perspective to critically analyze technology developed to support/biohack human aging ranging from basic gerontechnologies that are currently in use to support older adults aging in place to cutting edge anti-aging technology.

PREREQUISITES/COREQUISITES

Minimum 3rd year (Level 3) standing, or permission from the instructor.

EXCLUSIONS

None.

METHOD OFDELIVERY

Teaching strategies for the online format will include provided online modules, group discussions, and assignment submissions via the Learning Management System (LMS).

LEARNINGOUTCOMES

After completing GLPH 385, students will be able to:

1. Identify the current and future biohacking and gerontechnology tools to understand how they might help or hinder the experience of aging globally (PLO 6; Assessment 1, 2, 5.2)
2. Identify ethical concerns associated with biohacking and gerontechnology to analyze how these ethical concerns impact older adults and whether they are different depending on geography, culture, or social determinants of health (SDH) (PLO 6, 7; Assessment 1, 2, 3, 4, 5.1, 5.2)
3. Analyze the impact of biohacking and/or gerontechnology from the perspective of older adults, caregivers and/or medical professionals (PLO 6; Assessment 1, 2, 3, 4, 5.1, 5.2)
4. Examine consumer needs and critique the business/capitalist drivers behind the creation of biohacking and/or gerontechnology tools and techniques (PLO 6; Assessment 1, 2, 3, 5.1, 5.2)
5. Build communication skills and engage in knowledge dissemination using blogging, streaming, and presentation skills as well as through the design of an infographic in order to become a better scholar and communicator (Assessment 1, 2, 3, 4, 5.2)
6. Critically analyze anti-aging and gerontechnology tools and techniques in order to develop

scholarship by evaluating uses, strengths and risks associated with gerontechnology and/or biohacking in both standard and novel situations (PLO 6, 7, 8; Assessment 1, 2, 3, 5.1, 5.2)

ONLINE GROUP ASSIGNMENTS

To foster a sense of community and collaboration in the course, students will participate in weekly online live group (synchronous) discussions with up to eight students per group. These discussions will be used to collaborate on group assignments. Students may also communicate with the facilitator and other members in between lectures and discussion groups via an asynchronous group discussion board. Participation is mandatory and will be formally assessed as part of the assignments. The scheduling and membership of assignment groups will be determined by students' availability to participate, as indicated based on a survey sent to all registered students before the start of the class.

ASSESSMENTS/EVALUATIONS

1. Quizzes (x2; 8% each)	16%
2. Active learning group assignments (e.g. popular press assignment, blog, stream; x3, 8% each)	24%
3. Online presentation	25%
4. Infographic	15%
5. Final Course Assessment (Choice of either an analytical essay or final exam)	20%

All assessments will be graded using marking rubrics.

Assessments: Each assessment corresponds to a course learning outcome (LO), as indicated in brackets.

Assessment 1 – Quizzes (16%; LO 1, 6)

There will be two quizzes (worth 8% each, for a total of 16% of the final grade) in the first half of the term to ensure comprehension of the material covered in the modules. These quizzes will consist of multiple choice questions and will test the students' knowledge of the biohacking and gerontechnology tools and techniques available in various locations globally and the circumstances in which they are applied.

Assessment 2 – Active learning (problem focused) group assignments (24%; LO 1-6)

Students will complete three group assignments throughout the semester (worth 8% each, for a total of 24% of the final grade). These assignments will address problems and ethical concerns about a topic in the field of biohacking and gerontechnology using different mediums, and include an analysis of whether these ethical concerns differ depending on geography, culture, and/or social determinants of health. The assignment deliverables will be a form of knowledge dissemination, such as a blog post, video, or popular press article. Student evaluation will be done with a rubric that will include the level of their participation in their online group assignments – including participation in discussions/chats for planning and assignment development - as demonstrated by peer evaluation tools. Students who are uncomfortable speaking publicly or are otherwise constrained in their ability to participate in the group discussions should talk to the course instructor to identify an alternative method of participation and reflection that

would complement their participation in the online group assignments/discussions. Otherwise, participation in group assignments is mandatory.

Assessment 3 – Online Advocacy Presentation (25%; LO 2-6)
Students will work through an interactive case study in order to recommend a piece of biohacking and/or gerontechnology for a patient. Taking the position of advocate, students will choose a type of biohacking/gerontechnology and develop a narrated presentation to persuade the patient and healthcare team that this technology is the best option. The presentation should compare the perspectives of older adults, caregivers, and/or medical professionals. Within the presentation, students are expected to explain whether this perspective differs depending on location, culture, social determinants of health including socioeconomic status (SES). These presentations will be uploaded and made available to all students.

Assessment 4 – Infographic (15%; LO 2, 3, 5)
Students will create an infographic that informs the public about a form of biohacking/gerontechnology – giving both the benefits and risks. Prior to developing the infographic, students must investigate the consumer needs associated with gerontechnology/biohacking (what problem is this tech solving/addressing) and the business/capitalist drivers for this technology as well as the legal/ethical concerns associated with this biohacking and/or gerontechnology tool/technique. Students must target their infographic to a particular culture or subculture at a particular place and time. Students will also submit an infographic and a one-page summary describing the consumer needs that were identified, the ways in which these needs are being developed/targeted by manufacturers and the legal and/or ethical issues associated with the technology.

Assessment 5 – Final Course Assessment (20%)
For the final course assignment, students have the option to choose to do an essay OR a final exam.

Option 1: Analytical Paper *(LO 2-4, 6)*
Students will develop an analysis of biohacking and Gerontechnology utilization comparing the perspectives of older adults, caregivers and/or medical professionals; does this differ depending on location, culture, social determinants of health including SES. Papers should be 2000 words in length. Students will share a brief summary of their philosophy of practice in their online group discussions during the last two weeks of the course.

Option 2: Final Exam *(LO1-6)*
The final exam will include multiple choice and short answer questions that will test the students overall understanding and application of course material, including identify the biohacking and gerontechnology tools and techniques available in various locations globally and the circumstances in which they are applied, ethical issues, and other topics considered in the course.

COMPETENCIES: The assessments that correspond with the program competencies are indicated below:

1. Communicator (Assessments 2-5.1)
2. Advocate (Assessments 2-4)
3. Leader (Assessments 2-4)

4. Scholar (Assessments 1-5)
5. Professional (Assessments 2-4)
6. Collaborator (Assessments 2)
7. Content Expert (Assessments 1-5)

TIME COMMITMENT

Students can expect to spend approximately 10 hours a week in study, practice and online activity for GLPH 385. This includes *approximately* 3 hours per week doing group assignments or preparing for a quiz, 3 hours per week participating in course learning modules, and 4 hours per week completing course readings and assignments.

REQUIRED TEXTS

Learning modules, course notes, and select readings will be made available as needed by the instructor.

ACCESSIBILITY/ACCOMMODATION

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

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

ACADEMIC INTEGRITY

GLPH 385 follows the academic integrity policy of Queen's University. Academic integrity is constituted by the six core fundamental values of honesty, trust, fairness, respect, responsibility and courage (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community can thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University; see Senate Report on Principles and Priorities http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html.

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the *Bachelor of Health Sciences (Honours)* Program Calendar (see Academic Regulation 1), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Specifically, students must express themselves in their own words, and cite sources when they use outside information. Verbatim copying of the module text or textbook is considered plagiarism and is a breach of academic integrity. Further, lying, and misrepresentation are dishonest and violate the six core values of academic integrity.

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GRADING METHOD

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

Grade	Numerical Course Average (Range)
A+	90-100
A	85-90
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

GLPH 493 GLOBAL HEALTH PRACTICE

COURSE DESCRIPTION

This course will strengthen students' abilities to respond to a community's health needs through a practical service learning position with an approved local or international community health organization. Students will apply a reflective approach to community engagement in global health and consider the relationship between global health practice and critical concepts from relevant fields including international development, postcolonial theory, service learning, and public health.

PREREQUISITES/COREQUISITES

Minimum 4th year (level 4) standing and GLPH 271/3.0.
Registration must occur by permission through the Bachelor of Health Sciences Office (see details below).

METHOD OF DELIVERY

Teaching strategies for the online format will include provided online modules, group discussions, and assignment submissions via onQ. Online coursework will be complemented by an Experiential Learning position, in which students will volunteer with a community organization for a minimum of 5 hours per week beginning the second week of the semester (minimum 10 weeks) to assist the organization in addressing a health equity issue in the local community. Students may work in an organization where they have previous experience.

LEARNING OUTCOMES

After completing GLPH 493, students will be able to:

1. Identify the ways in which their individual social location influences their perspectives to inform their practice as a global health researcher, service provider, activist or community organizer *(Assessment 1, 2).*

2. Develop and communicate a process of self-reflexivity to adapt and improve upon their global health practice through a combination of continuous independent reflection and regular communication with relevant stakeholders *(Assessment 2, 3, 4).*

3. Describe their individual philosophy of practice in global health, including the broad values, knowledge, and approaches that they will use to identify, understand, and respond to a community's health needs *(Assessment 3, 4).*

4. Demonstrate how concepts of globalization, equity, and social and international development influence community health organizations' work to enhance their ability to enhance equitable relationships in global health service delivery *(Assessment 4).*

SERVICE LEARNING POSITION

It is the primary responsibility of the student to arrange a service learning position prior to registration in the course. Resources for how to find a position will be provided in advance. The organization must be approved by the Bachelor of Health Sciences (BHSc) Program prior to the student's registration. The service learning position constitutes an Experiential Learning Project, which takes place within the course but is connected to an external organization.

Student-Organization Contract

The student will contribute to the community organization's work to address a health issue for a minimum of 5 hours/week, which can be divided based on the needs and availability of the organization and the student, and can include ongoing volunteer time or paid employment. A contract outlining students' responsibilities during the position, as well as any risks or expectations regarding intellectual property, non-disclosure, pre-departure training, or General Research Ethics Board approval if relevant, signed by both the student and the student's supervisor must be submitted to the BHSc Program Office prior to the student's registration. The contract must also include the supervisor's contact information. Students may receive support from the BHSc Program Office in identifying and arranging a service learning position. The instructor will check in by email with both the student and supervisor three weeks into the placement to ensure the student-organization contract is being fulfilled according to both parties.

Communication

The BHSc Program Office and the course instructor will communicate by email with all service learning partners to ensure that the partnership is meeting the needs of both the student and the community organization. The course instructor will communicate with supervisors by phone when needed.

Position

Service learning positions must be arranged with a community organization that responds to the health needs of a community either locally or internationally. Student responsibilities may include virtual or in-person support for research, service delivery, advocacy, project development, program administration, or implementation. **Students should not seek a position in which they will directly provide healthcare services to patients.** Host organizations must provide the student opportunities to contribute to their work enhancing the health of a specific community or human population. The organization may be a campus club as long as there is an associated non-student staff member who can serve as the student's supervisor.

A 'health organization' is defined as any organization or institution that contributes to improving the physical and/or social determinants of individual or population health. The social determinants of health are identified by the Ontario Canadian Mental Health Association (2019) as inclusive of: Aboriginal status, disability, early life, education, employment and working conditions, food insecurity, health services, gender and gender identity, housing, income and income distribution, race, sexual orientation, social safety net, unemployment, and job security.

Supervisor

The supervisor will be required to assign tasks to the student in line with the responsibilities identified in their contract and oversee their progress in completing those tasks, providing support as needed. They will have to communicate with the student either in person or virtually at least once per week to assess their progress and provide support as needed. They will ensure that the work assigned to the student should not take significantly under or over 5 hours per week to complete. They are required to complete a mid-course and end of course performance review, responding to questions provided by the course instructor, and meet with the student to discuss the performance review at the mid-way point and at the completion of the course. The performance review meetings will be audio-recorded and the recording will be provided to the course instructor as proof that the conversation took place. The student's grade will be assessed by evaluating their self-reflection of the performance review, and not by the performance review itself.

ONLINE GROUP DISCUSSIONS

To foster a sense of community and collaboration in the course, students will participate in weekly online live group (synchronous) discussion with up to eight students per group. Each discussion group will be facilitated by either the course instructor or a teaching assistant. Students may also communicate with the facilitator and other members in between lectures and discussion groups via an asynchronous group discussion board. Participation is mandatory and will be formally assessed (Assessment 5 below). The scheduling and membership of discussion groups will be determined by students' availability to participate, as indicated based on a survey sent to all registered students before the start of the class.

ASSESSMENTS/EVALUATIONS

1.	Positioning Paper	(15%)
2.	Photovoice Journal Entries & Presentation	(15%)
3.	Progress Evaluation Reflections	(30%)
4.	Philosophy of Practice Paper	(30%)
5.	Online Group Participation	(10%)

All assessments will be graded using marking rubrics. Each assessment corresponds to a course learning outcome (LO), as indicated in brackets.

Assessment 1 – Positioning Paper (LO 1)

The students' first assignment will reflect on their individual social location and relationship to the community that they are working with through their service learning position. Students will identify the factors that have contributed to the development of their individual perspective and social status, learn about the population that they are seeking to support through their service learning position, and identify what they bring to the position and what they will take from the experience. Students will write a 1000 word essay which will respond to the following questions:

i) *Where do I come from?*

a. What is my ancestry and family background?
b. What advantages and/or disadvantages do I have as a result of my upbringing and my social status based on my race, ethnicity, gender, socioeconomic status, age, ability, sexual orientation, and religion?

ii) *Where am I going**?***
a. What is the demographic makeup of the community that my service learning position supports?
b. What cultural norms and practices will I need to respect?

iii) *What are my intentions?*
a. What will I contribute to this community through my service learning position?
b. What will I take from this experience?

Assessment 2 – Photovoice Posts Journal Entries & Presentation (LO 1, 2)
Throughout the course, students will take photos reflecting viewpoints or encounters that they see in their personal and professional lives that highlight issues of equity, health, globalization, and privilege. The objective of the assignment is to get students to continuously reflect upon how these issues permeate their everyday life. Each week, at least two, photos will be posted in the Global Health Photovoice App (described below) by each student and tagged with hashtags related to issues discussed in the course. Students will sign up for one week in which to give a 10 minute presentation that connects at least two of their photos to the themes of the course, including the readings for that week. This presentation will be used to stimulate a 15 minute group discussion that the student will facilitate in their regular weekly online discussion group.
* Images should *not* include another person's face. Examples of appropriate photos will be provided in the first module.

Assessment 3 – Progress Evaluation Reflections (LO 2, 3)
In this assignment, students will describe and reflect upon a progress evaluation with their service learning position supervisor. Once every five weeks, students will meet with their position supervisor to assess their progress in the position and audio record this conversation. Prior to the conversation, both the supervisor and the student will fill out an open-ended written evaluation responding to the following questions in relation to the responsibilities and expectations agreed upon at the outset of the service learning position:

i) How is the student meeting or exceeding expectations?
ii) How could the student improve further?
iii) What resources, support systems and/or behaviours could expand the impact of the students' strengths and/or help the student improve their effectiveness?

During the progress evaluation conversation, the student and the supervisor will review and discuss the self-evaluation and the supervisor evaluation. The student will then write a 500-word reflection paper considering their progress, identified strengths and areas for improvement. This will include concrete steps for how to amplify their strengths and improve their effectiveness in helping the community organization in the remainder of the position or (for the final reflection) in their subsequent global health practice. As this process will take place once every five weeks, there will be two progress evaluation reflections, each worth 15% for a total of 30%. The audio

recording of the conversation will be shared with the course instructor, but only the reflection paper will be graded.

Assessment 4 – Philosophy of Practice Paper (LO 2-4)
For the final course assignment, students will describe their 'philosophy of practice' that they have crafted throughout the duration of the course. A philosophy of practice describes the values, beliefs, practices, and behaviours that characterize their approach to service delivery in global health research, clinical work, advocacy, or program and project design and implementation. It should draw upon reputable academic sources from within and outside of the course syllabus to describe one or two theories or perspectives on globalization, equity and development that resonate with them personally and/or professionally and explain its practical relevance based on their service learning experience. It should also describe the methods of reflexive inquiry they have undertaken throughout the course and explain how it has shaped their philosophy of practice. Papers should be 2000 words in length. Students will share a brief summary of their philosophy of practice in their online group discussions during the last two weeks of the course.

Assessment 5 – Online Group Participation (LO 1 – 4)
Students will be evaluated on the level of their participation in their online group discussions. This will encompass the number of group discussions in which they participate, the level of activity with which they contribute to the discussion and the degree to which they demonstrate familiarity with the assigned readings. Students who are uncomfortable speaking publicly or are otherwise constrained in their ability to participate in the group discussions should talk to the course instructor to identify an alternative method of participation and reflection that would complement their participation in the online group discussions. Otherwise, attendance in discussion groups is mandatory, and missing more than three discussion groups will result in the course being considered incomplete.

COMPETENCIES: The assessments that correspond with the program competencies are indicated below:

1. Communicator (Assessments 1–5)
2. Advocate (Assessments 1, 2 & 4)
3. Leader (Assessments 2)
4. Scholar (Assessments 1-3 & 5)
5. Professional (Assessments 1, 3 & 4)
6. Collaborator (Assessment 3)

7. Content Expert N/A

TIME COMMITMENT
Students can expect to spend approximately 12 hours a week in study, practice and online activity for GLPH 493, including their service learning position. This includes 5 hours per week in their service learning position, 3 hours per week participating in course learning modules and online group discussions, and 4 hours per week completing course readings and assignments.

REQUIRED TEXTS

Learning modules, course notes and select readings will be made available as needed by the instructor and will be accessible in onQ.

GLOBAL HEALTH PHOTOVOICE APP

To facilitate sharing of global health-related photos for the photovoice posts assignment, a Global Health Photovoice App will be provided to students. This app will allow students to easily post photos from their smart phones or computers, tag the photos using hashtags, comment on each other's photos and return to the photo to add a reflection. Students will have the option of sharing the photos with their online group, the entire course or only with their group facilitator. They will also be able to browse through photos made open by other members of their group or the course. The app and all of the photos will be inaccessible to individuals who are not members of the course.

COURSE OUTLINE AND ASSIGNED READINGS

Week 1 – Introduction to Global Health Practice

No assigned readings

Week 2 – Becoming Global Learners

- Wass, V. (2015). Opening our eyes to global health: A philosophy of universal values. *Perspectives on Medical Education, 4*(6), 331-333.
- Sharma, M. & Anderson, K. (2013). Approaching global health as a learner. In A.D. Pinto & R.E.G. Upshur (Eds.), *An introduction to global health ethics* (p. 36 – 46). Oxon & New York: Routledge.
- Hayes, E. & Cuban, S. (1997). Border pedagogy: A critical framework for service learning. *Michigan Journal of Community Service Learning, 4*(1), 72-80.

Photovoice reflections begin in discussion groups.

Week 3 – Ethics in Service Learning

- Pinto, A. D. & Upshur, R. E. G. (2009). Global health ethics for students. *Developing World Bioethics*, *9*(1), 1–10. https://doi.org/10.1111/j.1471-8847.2007.00209.x
- McLennan, S. (2014). Medical voluntourism in Honduras: "Helping" the poor? *Progress in Development Studies*, *14*(2), 163–179. http://doi.org/10.1177/1464993413517789

Recommended Reading:

- Parkins, I. (2014). "Nineteen funerals": Ethics of remembering murdered women in a service learning classroom. *Review of Education, Pedagogy, and Cultural Studies*, *36*(2), 127–143. http://doi.org/10.1080/10714413.2014.898539

*Positioning paper due.
*Service learning positions begin.

Week 4 - Positionality and Privilege

- Bailey, M. S. (2017). Why "where" matters: Exploring the role of space in service-learning. *Michigan Journal of Community Service Learning*, 38–48.
- Wagner, L. (2015). Compassion and care at the limits of privilege: Haitian doctors amid the influx of foreign humanitarian volunteers. In (Eds.) S. Abramowitz & C. Panter-Brick, *Medical Humanitarianism: Ethnographies of Practice*. Philadelphia: University of Pennsylvania Press (pp.41-57).

- McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace and Freedom Magazine*, pp. 10-12. Philadelphia, PAL Women's International League for Peace and Freedom.

Recommended Reading:

- Schwarz, K. C. (2015). Encounters with discomfort : How do young Canadians understand (their) privilege and (others') poverty tn the context of an international volunteer experience ? *Comparative and International Education*, *44*(1). Retrieved from: https://ir.lib.uwo.ca/cie-eci/vol44/iss1/5/.

Week 5 – Principles of Community Engagement

- South, J., & Phillips, G. (2014). Evaluating community engagement as part of the public health system. *Journal of Epidemiology and Community Health*, *68*(7), 692–696. http://doi.org/10.1136/jech-2013-203742.
- Flicker, S., Guta, A., Larkin, J., Flynn, S., Fridkin, A., Travers, R., Pole, J.D. & Layne, C. (2010). Survey design from the ground up: Collaboratively creating the Toronto Teen Survey. *Health Promotion Practice, 11*(1), 112-122. Doi: 10.1177/1524839907309868

Recommended Readings:

- Wallerstein, N., Minkler, M., Carter-Edwards, L., Avila, M. & Sanchez, V. (2015). Improving health through community engagement, community organization and community building. In K. Glanz (Ed.), *Health behavior: Theory, research and practice* (p.277 – 300). San Francisco: Jossey-Bass.
- Arnstein, S.R. (1969). A ladder of citizen participation. *Journal of the American Planning Association, 35*(4), 216-224. Doi: 10.1080/01944366908977225

Week 6 – (Neo)Colonialism in Public Health

- Mohanty, C. (1988). Under Western eyes: Feminist scholarship and colonial discourses. *Feminist Review*, *30*, 61–88.
- Sherwood, J. (2013). Colonisation—It's bad for your health: The context of Aboriginal health. *Contemporary Nurse*, *46*(1), 28-40. DOI: 10.5172/conu.2013.46.1.28
- Czyzewski, K. (2011). Colonialism as a broader social determinant of health. *International Indigenous Policy Journal*, *2*(1). Retrieved from: h ps://ir.lib.uwo.ca/iipj/vol2/iss1/5 DOI: 10.18584/iipj.2011.2.1.5

Week 7 – Reflexive Inquiry

- Taylor, C. & White, S. (2000). Practising reflexivity: Beyond objectivity and subjectivity. In. C. Taylor & S. White, *Practising reflexivity in health and welfare: Making knowledge* (p.180 – 201).
- Cook, N. (2008). Shifting the focus of development: Turning 'helping' into self-reflexive learning. *Critical Literacy: Theories and Practices*, 2(1), 16-26.
- Kapoor, I. (2004). Hyper-self-reflexive development? Spivak on representing the Third World "Other." *Third World Quarterly*, *25*(4), 627–647. http://doi.org/10.1080/01436590410001678898

First progress evaluation discussion must have taken place.

Week 8 – Addressing Systemic Bias and Discrimination

- Hogan, V. K., Culhane, J. F., Crews, K. J., Mwaria, C. B., Rowley, D. L., Levenstein, L., & Mullings, L. P. (2013). The impact of social disadvantage on preconception health, illness, and well-being: An intersectional snalysis. *American Journal of Health Promotion, 27*(3), eS32–eS42. https://doi.org/10.4278/ajhp.120117-QUAL-43
- Lavallee, B. & Clearsky, L. (2006). 'From woundedness to resilience': A critical review from an Aboriginal perspective. *Journal of Aboriginal Health*, (September), 4–7.
- Ngo, H. Van. (2009). Patchwork, sidelining and marginalization: Services for immigrant youth. *Journal of Immigrant & Refugee Studies, 7*, 82–100. https://doi.org/10.1080/15562940802687280

Week 9 – Valuing Diverse Forms of Knowledge

- Twigg, R. C. & Hengen, T. (2009). Going back to the roots: Using the Medicine Wheel in the healing process. *First Peoples Child & Family Review, 4*(1), 10–19.
- Curtis, K., Liabo, K., Roberts, H. & Barker, M. (2004). Consulted but not heard: A qualitative study of young people's views of their local health service. *Health Expectations, 7*, 149–156.
- El-Khani, A., Ulph, F., Peters, S. & Calam, R. (2018). Syrian refugee parents' experiences and need for parenting support in camps and humanitarian settings. *Vulnerable Children and Youth Studies, 13*(1), 19-29. DOI: 10.1080/17450128.2017.1372651

*First progress evaluation reflection paper due.

Week 10 – The Right to Health

- United Nations General Assembly. (2015 [1949]). *United Nations Declaration of Human Rights.* (Illustrated edition). Retrieved from: https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf
- National Inquiry on Murdered and Missing Indigenous Women and Girls. (2019). Chapter 3: Emphasizing accountability through human rights tools. In *Reclaiming power and place: The final report of the National Inquiry into Missing and Murdered Indigenous Women and Girls*. Vancouver, BC: National Inquiry on Murdered and Missing Indigenous Women and Girls, pp. 181-227.
- Russell, A. F. S. (2010). International organizations and human rights: Realizing, resisting or repackaging the right to water? *Journal of Human Rights, 9*(1), 1–23. https://doi.org/10.1080/14754830903530292

*Final week of photovoice reflections in discussion groups.
Philosophy of Practice assignment due.

Week 11 - The Big Picture: Globalization and Sustainability

- Labonté, R., Mohindra, K., & Schrecker, T. (2011). The growing impact of globalization for health and public health practice. *Annual Review of Public Health, 32*, 263–285. https://doi.org/10.1146/annurev-publhealth-031210-101225
- Edwards, N. C., & Roelofs, S. M. (2019). Sustainability: The elusive dimension of international health projects. *Canadian Journal of Public Health, 97*(1), 45–49.
- Takizawa, I. (2018). Unity in diversity: Reshaping the global health architecture. In R.M. Desai, H. Kato, H. Kharas & J.W. Mcarthur (Eds.), *From summits to solutions: Innovations in implementing the Sustainable Development Goals*. Washington: Brookings Institution Press, (pp.334-352).

* Second progress evaluation reflection must have taken place.
Summaries of philosophy of practice presented in discussion groups.

Week 12 – Reflections on Global Health Education and Practice

- Larkin, A. (2015). I am because we are: Rethinking service learning and the possibility of learning from Ubuntu. In M. Larsen (Ed.), *International service learning: Engaging host communities* (p. 80 - 93). New York: Routledge.
- Frenk, J., Chen, L., Bhutta, Z. A., Cohen, J., Crisp, N., Evans, T, Fineberg, H., Garcia, P., Ke, Y., Kelley, P., Kistnasamy, B., Meleis, A., Naylor, D., Pablos-Mendez, A., Reddy, S., Scrimshaw, S., Sepulveda, J., Serwadda, D. & Zurayk, H. (2010). Health professionals for a new century: Transforming education to strengthen health systems in an independent world. *Lancet, 376*(4), 1923-1958**.** DOI: 10.1016/S0140- 6736(10)61854-5

*Second progress evaluation reflection paper due.
Summaries of philosophy of practice presented in discussion groups.

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GRADING METHOD

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

Grade	**Numerical Course Average (Range)**
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

REFERENCES

Ontario Canadian Mental Health Association. (2019). Social determinants of health. Retrieved from: https://ontario.cmha.ca/provincial-policy/social-determinants.

HSCI 592 Health Sciences Research: Design and Methods (3.0 units)

COURSE DESCRIPTION

This course will allow students to carry out a research project in the Health Sciences. Students will gain experience searching relevant literature, developing research questions/hypotheses, and designing a research plan and methods. (Note: The primary difference between HSCI 592 (120 hours) and HSCI 598 (240 hours) is the number of hours the student is expected to spend on the project, which corresponds to a lesser scope of the research project in HSCI 592).

PREREQUISITES

Minimum 3rd or 4th year (level 3 or 4) standing, registration in the BHSc Program, and acceptance by a supervisor.

NOTE: Department consent is required to enroll.

EXCLUSION

No more than 12.0 units from HSCI 592/3.0; HSCI 593/3.0; HSCI 598/6.0; HSCI 599/6.0.

METHOD OF DELIVERY

Group sessions and working with a research supervisor and their research staff.

LEARNING OUTCOMES

After completing HSCI 592, students will be able to:

1. Conduct a literature search in the health sciences to develop and rationalize research questions, hypothesis, and/or a phenomenon
2. Develop a research plan to address and/or test a research question, hypothesis, and/or phenomenon
3. Justify and defend the research question, hypothesis, phenomenon, and experimental plan
4. Demonstrate skills in research methods to be used in the research project

ASSESSMENTS/EVALUATIONS

1. Literature Review (30%)
2. Research Performance (30%)
3. Research Proposal Presentation (40%)

All assessments will be graded using marking rubrics.

Assessments: Each assessment corresponds to a course learning outcome (LO), as indicated in brackets

Assessment 1 – Literature Review

The literature review is broken down into two parts. Part 1, counting for 5% of the total grade for the course, will consist of an outline indicating the topics that will be discussed in the literature review, with justification

as to why these topics are important to include. Part 2, counting for 25% of the total grade for the course, will consist of a written report in the form of a literature review (max. 6 double-spaced pages), where the final paragraph of the review can speak to the specific objectives of your project and how it will address a gap in knowledge in this research area.

Assessment 2 – Research Performance
Students will be graded on their drive, initiative, effort, dedication, and research proficiency in working on their project.

Assessment 3 – Research Proposal Presentation

Students will conduct a 10-minute PowerPoint presentation followed by 5 minutes of questioning, demonstrating their ability to communicate their background information, rationalization for their proposed research, intended research design/methods, and may choose to present any preliminary data that has been attained.

COMPETENCIES: The course learning outcomes and assessments that correspond with the program competencies are indicated below:

1. Communicator (A1 and A2)
2. Leader
3. Advocate
4. Scholar (A1 – A3)
5. Professional (A2 and A3)
6. Collaborator (A2)
7. Content Expert (A1 and A3)

TIME COMMITMENT
Students can expect to spend approximately 11 - 12 hours per week working on this course independently, in conjunction with their supervisor, or during in-person sessions.

Weekly in-person sessions/modules – 20 hours
Conducting Research and working on assignments – 100 hours

HSCI 593 Health Sciences Research: Data Collection and Interpretation (3.0 units)

COURSE DESCRIPTION

This course will allow students to carry out a research project in the Health Sciences. Meant to follow HSCI 592 or 598, students will gain experience answering research questions and/or testing hypotheses using a research plan and methods developed during the initial course, with an emphasis on the development of research skills and practice interpreting data.
(Note: The primary difference between HSCI 593 (120 hours) and HSCI 599 (240 hours) is the number of hours the student is expected to spend on the project, which corresponds to an expected increase in the scope of the research project.)

PREREQUISITES

Minimum 3rd or 4th year (level 3 or 4) standing, registration in the BHSc Program, one of (HSCI 592/3.0; HSCI 598/6.0), and acceptance by a supervisor.

NOTE: Department consent is required to enroll.

EXCLUSION

No more than 12.0 units from HSCI 592/3.0; HSCI 593/3.0; HSCI 598/6.0; HSCI 599/6.0.

METHOD OF DELIVERY

Group sessions and working with a research supervisor and their research staff.

LEARNING OUTCOMES

After completing HSCI 593, students will be able to:

1. Demonstrate skill in research methods enabling the collection of data that addresses their research question and/or tests their hypothesis
2. Analyze and interpret data in order to describe the impact of their research on the field of study
3. Display an understanding of their research methods and results to propose future studies to further the field of research

ASSESSMENTS/EVALUATIONS

1. Research Performance (30%)
2. Poster Presentation (30%)
3. Written Thesis (40%)

All assessments will be graded using marking rubrics.

Assessments: Each assessment corresponds to a course learning outcome (LO), as indicated in brackets

Assessment 1 – Research Performance

Students will be graded on their initiative, effort, dedication, and research proficiency in working on their project.

Assessment 2 – Poster Presentation

Students will prepare a conference-style poster presentation outlining their background information, methods, results, and discussion/conclusions and formally present their poster during a class-wide poster session. Students will be expected to prepare a short 3 to 5-minute summary of their poster, as well as to answer questions related to their research project.

Assessment 3 – Written Thesis

Students must write and submit a written report of their research, including an abstract, introduction, methods, results, and discussion (max. 14 double spaced pages of main text). Students may use their research proposal completed in either HSCI 592 or 598 as a starting off point for this report and will be given enough time to incorporate feedback and discussion generated from their poster presentation into their written thesis.

COMPETENCIES: The course learning outcomes and assessments that correspond with the program competencies are indicated below:

1. Communicator (A2 and A3)
2. Leader
3. Advocate
4. Scholar (A1 – A3)
5. Professional (A1 - A3)
6. Collaborator (A1)
7. Content Expert (A2 and A3)

TIME COMMITMENT

Students can expect to spend approximately 10 to 12 hours per week working on this course independently, in conjunction with their supervisor, or during in-person sessions.

Weekly in-person sessions/modules – 20 hours
Conducting Research and working on assignments – 100 hours

HSCI 598 Advanced Health Sciences Research: Design and Methods (6.0 units)

COURSE DESCRIPTION

This course will allow students to carry out an in-depth research project in the Health Sciences. Students will gain experience searching relevant literature, developing research questions/hypotheses, and designing a research plan and methods, as well as developing preliminary skills in using the methods.
(Note: The primary difference between HSCI 598 (240 hours) and HSCI 592 (120 hours) is the number of hours the student is expected to spend on the project, which corresponds to an expected increase in the scope of the research project.)

PREREQUISITES

Minimum 4th year (level 4) standing, registration in the BHSc Program, and acceptance by a supervisor.

NOTE: Department consent is required to enroll.

EXCLUSION

No more than 12.0 units from HSCI 592/3.0; HSCI 593/3.0; HSCI 598/6.0; HSCI 599/6.0.

METHOD OF DELIVERY

Group sessions and working with a research supervisor and their research staff.

LEARNING OUTCOMES

After completing BHSC 598, students will be able to:

1. Conduct an in-depth literature search in the health sciences to develop and rationalize a specific research questions, hypothesis, and/or phenomenon
2. Develop a detailed research plan in order to appropriately address and/or test a research question, hypothesis, and/or phenomenon
3. Justify and defend the research question, hypothesis, objectives, methods and experimental plan
4. Demonstrate skill in research methods to be used in the research project

ASSESSMENTS/EVALUATIONS

1. Literature Review (30%)
2. Research Performance (30%)
3. Research Proposal and Presentation (40%)

All assessments will be graded using marking rubrics.

Assessments: Each assessment corresponds to a course learning outcome (LO), as indicated in brackets

Assessment 1 – Literature Review
The literature review is broken down into two parts. Part 1, counting for 5% of the total grade for the course, will consist of an outline indicating the topics that will be discussed in the literature review, with justification

as to why these topics are important to include. Part 2, counting for 25% of the total grade for the course, will consist of a written report in the form of a literature review (max. 10 double-spaced pages), where the final paragraph of the review can speak to the specific objectives of your project and how it will address a gap in knowledge in this research area.

Assessment 2 – Research Performance
Students will be graded on their initiative, effort, dedication and research proficiency in working on their project.

Assessment 3 – Research Proposal Presentation

Students will conduct a 15-minute PowerPoint presentation followed by 10 minutes of questioning, demonstrating their ability to communicate their background information, rationalization for their proposed research, intended research design/methods, and may choose to present any preliminary data that has been attained.

COMPETENCIES: The course learning outcomes and assessments that correspond with the program competencies are indicated below:

1. Communicator (A1 and A2)
2. Leader
3. Advocate
4. Scholar (A1 – A3)
5. Professional (A2 and A3)
6. Collaborator (A2)
7. Content Expert (A1 and A3)

TIME COMMITMENT
Students can expect to spend approximately 22 to 24 hours per week working on this course independently, in conjunction with their supervisor, or during in-person sessions.

Weekly in-person sessions/modules – 40 hours
Conducting Research and working on assignments – 200 hours

HSCI 599 Advanced Health Sciences Research: Data Collection and Analysis (6.0 units)

COURSE DESCRIPTION

This course will allow students to carry out an in-depth research project in the Health Sciences. Meant to follow HSCI 592 or 598, students will gain experience answering research questions and/or testing hypotheses using a research plan and methods developed during the initial course, with an emphasis on the development of research skills and practice interpreting data.
(Note: The primary difference between HSCI 599 (240 hours) and HSCI 593 (120 hours) is the number of hours the student is expected to spend on the project, which corresponds to an expected increase in the scope of the research project.)

PREREQUISITES

Minimum 4th year (level 4) standing, registration in the BHSc Program, one of (HSCI 592/3.0; HSCI 598/6.0), and acceptance by a supervisor.

NOTE: Department consent is required to enroll.

EXCLUSION

No more than 12.0 units from HSCI 592/3.0; HSCI 593/3.0; HSCI 598/6.0; HSCI 599/6.0.

METHOD OF DELIVERY

Group sessions and working with a research supervisor and their research staff.

LEARNING OUTCOMES

After completing HSCI 599, students will be able to:

1. Assess peer-reviewed literature, recognizing gaps in knowledge to defend the research questions/hypotheses and articulate how the research could advance the field.
2. Develop research methods to produce and/or collect data that addresses research question(s) and/or test hypotheses
3. Analyze and interpret data to answer the research question or support/reject the hypothesis/null hypothesis.
4. Interpret and attribute methods and results to propose future studies to further the field of research

ASSESSMENTS/EVALUATIONS

1. Research Performance (30%)
2. Poster Presentation (30%)
3. Written Thesis (40%)

All assessments will be graded using marking rubrics.

Assessment 1 – Research Performance

Students will be graded on their initiative, effort, dedication, and research proficiency in working on their project.

Assessment 2 – Poster Presentation

Students will prepare a conference-style poster presentation outlining their background information, methods, results, and discussion/conclusions and formally present their poster during a class-wide poster session. Students will be expected to prepare a short 3 to 5-minute summary of their poster, as well as to answer questions related to their research project.

Assessment 3 – Written Thesis

Students must write and submit a written report of their research, including an abstract, introduction, methods, results, and discussion (max. 20 double spaced pages of main text). Students may use their research proposal completed in either BHSC 592 or 598 as a starting off point for this report and will be given enough time to incorporate feedback and discussion generated from their poster presentation into their written thesis.

COMPETENCIES: The course learning outcomes and assessments that correspond with the program competencies are indicated below:

1. Communicator (A2 and A3)
2. Leader
3. Advocate
4. Scholar (A1 – A3)
5. Professional (A1 - A3)
6. Collaborator (A1)
7. Content Expert (A2 and A3)

TIME COMMITMENT

Students can expect to spend approximately 22 to 24 hours per week working on this course independently, in conjunction with their supervisor, or during in-person sessions.

Weekly in-person sessions/modules – 40 hours
Conducting Research and working on assignments – 200 hours

Bachelor of Health Sciences (Honours)

22-Nov-19

Year 1		Year 2		Year 3		Year 4	
Core Courses: Mandatory 18.0 units		**Core Courses: Mandatory 15.0 units**		**Core Courses: Mandatory 15.0 units**		**Core Courses: Mandatory 6.0 units**	
●The History and Philosophy of Health and Healthcare (BMED173/3.0)	Cline	●Principles of Mammalian Physiology I (PHGY215/3.0)	Ward	●Reproduction and Development (REPD372/3.0)	Tayade	●Advanced Global and Population Health (GLPH471/3.0)	Carpenter
●●Introductory Pharmacology (PHAR100/3.0)	Mulder/ Racz	●Principles of Mammlian Physiology II (PHGY216/3.0)	Ward	Health Ethics, Law, and Policy (BMED373/3.0)	Cline	●●Developmental Origins of Health and Disease (REPD473/3.0)	Philbrook
●Anatomy of the Human Body (ANAT100/3.0)	MacKenzie/ Kolomitro	●●Fundamentals of Health Research Methodology (BMED270/3.0)	Ouellette-Kuntz	●Introduction to Pathology and Molecular Medicine (PATH310/3.0)	Nicol		
●●Human Cell Physiology (PHGY170/3.0)	Ward/Pruss	●●Global and Population Health (GLPH271/3.0)	Carpenter	●Fundamentals of Pharmacology and Therapeutics (PHAR270/3.0)	Mulder		
●Social and Physical Determinants of Health and Disease (GLPH171/3.0)	Phillips	●●Biochemical Basis of Health and Disease (BCHM270/3.0)	Pruss/ van Staalduinen	●● Genetics & Genomics (BMED370/3.0)	Duan		
●Introduction to Statistics (BIOL243/3.0 or STAM 200/3.0)	Nelson						
Options: Pick minimum 6.0 units		**Options: Pick minimum 9.0 units**		**Options: Pick minimum 9.0 units**		**Options: Pick minimum 18.0 units**	
Psychology (PSYC100/6.0; PSYC101/3.0; PSYC102/3.0; PSYC103/3.0)	Atkinson	●Introduction to Microbiology (MICR271/3.0)*	Martin	●Drug and Environmental Toxicology (PHAR380/3.0)	Philbrook	●●Principles of 'Omics' (BMED470/3.0)*	TBD
Introductory Biology of Cells (BIOL102/3.0)	Ko	●Infection, Immunity, Inflammation (MICR270/3.0)*	Sheth	●●Evolutionary Biology of Cancer (CANC380/3.0)	Graham	●Drug Discovery and Development (PHAR480/3.0)*	Ozolins
Introductory Biology of Organisms (BIOL103/3.0)	Chippindale	●General Organic Chemistry I and II (CHEM 281/3.0 and/or 285/3.0) CHEM 282/3.0	Carran	●●●●●Integrative Laboratory Course (BMED390/3.0)	Baldassarre	●●Cardiovascular Sciences (CRSS454/3.0)*	Adams
●General Chemistry I and II (CHEM113 & 114/ 3.0 each) CHEM 112/6.0	Walker	Fundamentals of Human Nutrition (HLTH230/3.0)	Lalonde	●Clinical and Diagnostic Chemistry (BMED381/3.0)	Elbatarny	●●Advances in Neuroscience (NSCI483/3.0)*	Boehnke
Basic Physics (PHYS118/6.0) PHYS 117/6.0	Singh	●Molecular Biology (BCHM218/3.0)	Allingham	●●Advanced Research Methodologies (BMED383/3.0)	Egan	●●●Advanced Topics in Infectious Diseases (BMED483/3.0)	Sheth
Differential and Integral Calculus (MATH121/6.0) (MATH 123& 124 3.0 each) (MATH 126/6.0)	Ableson	●●Interprofessional Approaches to Healthcare (IDIS280/3.0)	Brander	●Microbes in Health and Disease (MICR320/3.0)	Martin	●●Proteomics and Metabolomics (BCHM482/3.0)	Campbell
Fundamentals of Effective Writing (WRIT120/ 3.0)	Kinderman			●Fundamentals of Immunology in Health and Disease (BMED386/3.0)	Szewczuk	●●Advanced Interprofessional Approaches in Healthcare (IDIS480/3.0)	Brander
Fundamentals of Academic Essay Writing (WRIT125/3.0)	Vos			●Clinical Applications of Human Anatomy (ANAT 380/3.0)	MacKenzie/ Reifel	●Special Populations: Neonatal to End-of-Life Care (GLPH472/3.0)	TBD
Introduction to Literary Study (ENGL100/6.0)	May/ Robertston/ Fanning			●Biohacking and Gerontechnology (GLPH 385/3.0)	Carver	●Global Health Practice (GLPH 493/3.0)	Vanner/ Carpenter
						Health Sciences Research: (Advanced) Design and Methods (HSCI 592/3.0; HSCI 598/6.0)	Philbrook
						Health Sciences Research: (Advanced) Data Collection and Interpretation (HSCI 593/3.0; HSCI 599/6.0)	Philbrook
Electives (6.0 units): Any course, including options		**Electives (6.0 units):** Any course, including options		**Electives (6.0 units):** Any course, including options		**Electives (6.0 units):** Any course, including options	

***Note: Online BHSc(H) students are restricted to 12.0 units of on-campus courses offered by the Faculty of Health Sciences.**

*** students enrolled in this BHSc(H) program must take a minimum of one of the courses with an asterisks within each year. Other requirements may exist for students enrolled in a particular learning track.**

Learning Tracks

Molecular Basis of Biology	Anatomical and Physiological Basis of Health & Disease
Infection, Immunity and Inflammation	Pharmacology, Toxicology and Therapeutics
Global and Population Health	Applied Research Methods in Health and Disease