



**Senate Committee on Academic Development**  
Report to Senate - Meeting of April 28, 2011

**Proposal to introduce a Medieval Studies Minor/General Plan in the  
Faculty of Arts and Science**

**Introduction**

The proposal to introduce a Medieval Studies Minor/General Plan in the Faculty of Arts and Science was reviewed by the Senate Committee on Academic Development (SCAD) at its meeting of April 6, 2011. H. Horton, Associate Dean, Faculty of Arts and Science, attended the SCAD meeting to speak to the proposal and to answer questions from members of SCAD. Members of SCAD were also provided with background documentation provided by the Faculty of Arts and Science. A copy of the documentation is attached to the report.

**Analysis and Discussion**

The following highlights are noted:

- The Medieval Studies Minor/General Plan will replace the current Medieval Studies Special Field Plan (SPF). Enrolment in the SPF was recently suspended pending an academic review. The review revealed that interest in Medieval Studies was high but the current format for the SPF was unsustainable;
- The introduction of a Minor/General in Medieval Studies aligns with the Faculty's strategy to facilitate access to important and sustainable courses that appeal to interested students;
- The introduction of a Minor/General will allow students to pair a Minor in Medieval Studies with a Major in another subject;
- Instruction for the proposed Minor/General will draw entirely on existing teaching positions and courses and coordination will be shared between the four main departments (Art History, Classics, English and History) who offer courses in Medieval Studies;
- For the first three years, the Plan will be coordinated by Professor R. Greenfield in the Department of History. After this initial period, administrative duties will fall to undergraduate chairs in the four core departments on a rotating basis.

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**Conclusions/Recommendation**

**Recommendation:**

**that Senate approve the proposal to introduce a Medieval Studies Minor/General Plan in the Faculty of Arts and Science with an implementation date of September 1, 2011.**

Respectfully submitted,



Susan P. C. Cole, PhD, FRSC  
Chair, Senate Committee on Academic Development

**Committee Members:**

**Members**

A. Brown, School of Nursing  
S. Cole, Deputy Provost (Chair)  
J. Emrich, Faculty of Law  
P. Fachinger, Department of German  
N. Fulford, B.A. (Hons) '12  
K. Gossen, J.D. '12  
P. Oosthuizen, Academic Colleague  
T. Shearer, School of Business  
R. Ware, Department of Economics  
P. Watkin (Secretary)

all

Senate Committee on Academic Development  
and  
Senate Budget Review Committee

Program Approval Submission 2010-11

Approved  
(Curriculum  
Committee)  
11.01.21

*This form is to be used when seeking approval for all new or substantially revised programs of study leading to a degree, diploma or certificate*

FACULTY/SCHOOL: ARTS AND SCIENCE \_\_\_\_\_

PROPOSED NEW PROGRAM: MEDIEVAL STUDIES MINOR/GENERAL PLAN \_\_\_\_\_

PROPOSED IMPLEMENTATION DATE: SEPTEMBER 1, 2011 \_\_\_\_\_

DATE OF FACULTY BOARD APPROVAL: 11 February 2011

SUBMISSION CONTACT

NAME: Richard Greenfield \_\_\_\_\_

TELEPHONE: 77507 \_\_\_\_\_

EMAIL: greenfie@queensu.ca \_\_\_\_\_

SIGNATURE OF THE DEAN: Gordon E. Smith DATE: Jan 11, 2011

Please note that program proposals must receive the approval of Faculty Board prior to being submitted to the Senate Office for referral to the Senate Committee on Academic Development (SCAD) and the Senate Budget Review Committee (SBRC), which will then make their recommendations to Senate.

The criteria requested in PART A should be regarded as the minimum criteria for the assessment of academic programs. Any unit planning a new program should show how not only the criteria listed below but also, where appropriate, those required by the Undergraduate Program Review Audit Committee and those of the Ministry of Training, Colleges & Universities have been taken into account. For further information, please refer to the Senate Policy "Policies and Procedures for Establishing New Undergraduate Programs" (<http://www.queensu.ca/secretariat/senate/policies/newprog/index.html>)

## PART A

### 1. OBJECTIVES:

Please summarize the rationale for introducing this program. The program should be consistent with the Queen's mission, the academic plans of the unit including its teaching and research strengths, the relation of the unit with other academic units and the standards, educational goals and learning objectives of the degree. Explain how this program will achieve the expected academic quality. Please identify the Faculty, School or Department, which will be administratively responsible for the academic aspects of this program such as supervision of graduate students, curriculum development and the Internal Academic Review Process.

The proposed Medieval Studies Minor is intended to fill the gap left in the Arts and Science undergraduate program left by the deletion of the Medieval Studies Special Field Plan (SPF). In effect, a 5.0 credit Minor will replace the 14.0 credit SPF which has been suspended for the past year pending academic review. The SPF had become unwieldy and almost impossible for students to take, leading to an unsupportable decline in enrolment. The new Minor will work much more simply and provide relatively easy access to appropriate courses for interested students. Student interest in medieval studies in general is high at Queen's as demonstrated by enrolments in currently offered courses (see below). The University already has substantial capital invested in faculty positions in Medieval studies across four Departments in the Faculty of Arts and Science (roughly 1.5 in Art, 0.5 in Classics, 2.0 in History and 2.75 in English). At present these faculty all 'do their own thing' in their Departments and there is no coordinated or organized way in which students may benefit from their expertise. Drawing entirely on existing positions and courses, the proposed Minor would bring some measure of cohesion and a basic common purpose to medieval studies and be of immense value to the not inconsiderable number of interested students. The Minor/General will be offered either as the secondary component of the Major-Minor BAH degree program, or as the primary component of the three-year BA General degree program.

### 2. ADMISSION REQUIREMENTS:

The admission requirements (preparation and achievement) should be appropriate for the learning objectives of the program and the institution to ensure the appropriate quality of student applicants. In no case should admission requirements be lower than the published minimum standards for the University. Indicators of student demand including applications, registrations, projected enrolment levels, and of the quality of students must be considered. Where admission is competitive, actual admission requirements may be higher than the published minimum standards. Information about anticipated enrolments should also be included.

Given the general and interdisciplinary nature of the program there are no specific admission requirements beyond an interest in medieval studies and good standing as a student in Arts and Science. It will be particularly appropriate for those students wishing to pursue a Major-Minor BAH program who are registered in English, History, Classical Studies or Art History Major Plans, and who have taken one or more first year courses in these disciplines. Prerequisite requirements for each course included in Medieval Studies will be those normally imposed by the Department that offers it. Based on past experience with the Medieval SPF and current interest demonstrated by students in medieval courses, enrolments in the program are initially expected to be in the range of ten to twenty a year.

### 3. CURRICULUM:

Provide a detailed overview of the proposed program, along with the proposed *Calendar* description. Details such as course requirements (core, supporting, recommended, optional courses), prerequisites, problems students may encounter and new courses being proposed for the program should be included. The structure and curriculum of the program should be appropriate for its learning objectives.

The Medieval Studies Minor will consist of 30.0 units taken in Option courses and 12.0 units taken in Supporting courses. Students will be able to choose from more than 150.0 units of designated optional courses appropriate to medieval studies, spread over the four principal departments of Art, Classics, English and History, and including a small number of courses offered by French, Spanish and Italian. All courses are currently listed in the Calendar and form a part of the normal offerings of the Departments concerned, either as electives or concentrator courses. It is likely that a small number of additional appropriate courses will be added by English and all Departments offer 'topics' or 'directed reading courses' from time to time which may be deemed appropriate by the coordinator of the program. Students will be required to take one 3.0 unit course in at least three of the participating departments. Option courses will include, but will not require, up to 6.0 units in designated language acquisition courses appropriate to medieval studies. Students will also be required to take as Supporting courses the 6.0 unit first year English course (ENGL 100) and one of two first year History courses (HIST 121 or HIST 122).

Students will take a combination of designated lecture, seminar and language courses in first through upper year levels. Existing departmental prerequisites will apply to all courses and a MDVL student will normally need to be taking a Major concentration in at least one of the four principal Departments to gain access to sufficient upper year courses to fulfill the plan requirements. Departments have agreed that such students will be able to take up to 12.00 units of appropriate courses in their department of Concentration *in addition* to those required for the fulfillment of their Major concentration in that department, if necessary.

See proposed Calendar description below:

### **Medieval Studies – Minor (Arts)**

#### **MDVL-Y**

Subject: Administered in partnership by the Departments of Art, Classics, English and History.

Plan: Consists of 42.0 units as described below.

Program: The Plan, in combination with a Major Plan in another subject, and with sufficient electives, will lead to an Honours Bachelors Degree.

### **Medieval Studies – General (Arts) – Bachelor of Arts**

#### **MDVL-G-BA**

Subject: Administered in partnership by the Departments of Art, Classics, English and History.

Plan: Consists of 42.0 units as described below.

Program: The Plan, with sufficient electives to total 90.0 units, will lead to a Bachelor of Arts Degree.

#### **1. CORE COURSES (0.0 units)**

(none)

#### **2. OPTION COURSES (30.0 units)**

- A. 6.0 from MDVL\_Language\_Acquisition; MDVL\_Art; MDVL\_Classics; MDVL\_English; MDVL\_History; MDVL\_Literature/Culture

- B. 24.0 units from MDVL\_Art; MDVL\_Classics; MDVL\_English;  
MDVL\_History; MDVL\_Literature/Culture
3. **SUPPORTING COURSES (12.0 units)**  
A. 6.0 units in ENGL 100/6.0  
B. 6.0 units from HIST 121/6.0 or HIST 122/6.0
4. **SUBSTITUTIONS**  
A. Other appropriate courses may be accepted at the discretion of the coordinator of Medieval Studies
5. **NOTES**  
A. Students must take at least 3.0 units each from three of the following four course lists: MDVL\_Art; MDVL\_Classics; MDVL\_English; MDVL\_History; MDVL\_Literature/Culture  
B. Students should note that many of the option courses, particularly those in English and History, require prerequisites. See Department listings for clarification. A first year course in ARTH would also be a useful prerequisite, as would CLST 201/3.0.

MDVL\_Language\_Acquisition

***Language courses in Medieval Studies***

(note: no more than 6.0 units)

ARAB 100/6.0; ARAB 200/6.0;

LATN 110/6.0; LATN 209/6.0;

GREK 112/6.0; GREK 208/6.0

MDVL\_Art

***Art History courses in Medieval Studies***

ARTH 212/3.0;

ARTH 307/3.0; ARTH 308/3.0; ARTH 375/3.0;

ARTH 415/3.0; ARTH 416/3.0; ARTH 482/3.0

MDVL\_Classics

***Classical Studies courses in Medieval Studies***

CLST 321/3.0; LATN 327/6.0

MDVL\_English

***English courses in Medieval Studies***

ENGL 281/3.0;

ENGL 304/6.0; ENGL 306/6.0; ENGL 310/6.0; ENGL 311/6.0;

ENGL 410/6.0; ENGL 411/3.0; ENGL 412/3.0

MDVL\_History

***History courses in Medieval Studies***

HIST 250/6.0; HIST 218/3.0; HIST 243/3.0; HIST 296/3.0;

HIST 301/3.0;

HIST 417/6.0; HIST 430/6.0; HIST 449/3.0

MDVL\_Literature/Culture

***Literary and Cultural Studies courses in Medieval Studies***

FREN 304/3.0; FREN 404/3.0;

ITLN 215/3.0; ITLN 415/3.0;

SPAN 315/3.0

**4. TEACHING:**

Briefly explain how the intended mode of delivery (including, where applicable, distance or on-line delivery) and standards of instruction for this program are appropriate to meet the program's learning objectives.

Delivery and standards are those deemed appropriate by the various Departments offering the designated courses that compose the Option and Supporting courses for the Minor.

**5. EVALUATION OF STUDENT PROGRESS:**

Briefly explain the intended method of evaluation of student progress and how it is appropriate for this program.

Evaluation of student progress will be made according to the standard methods deemed appropriate by the various Departments offering the courses that compose the option and Supporting courses for the Minor.

**6. EQUITY:**

This program's planning, development and implementation should be consistent with the equity goals of the University and must avoid direct, indirect and systemic discrimination.

Four of the ten faculty involved in delivering the basic medieval courses are female (ie 40%). A good number of the courses to be offered discuss the roles of women and the construction of gender in medieval societies as well as dealing, sometimes in considerable depth, with issues of ethnic and inter-faith relations many of which have considerable relevance to the understanding of situations in the contemporary world.

**7. HUMAN RESOURCES:**

Please demonstrate that the number, quality and academic expertise of the faculty in the area of the proposed program are sufficient to meet the demands of the program. Where appropriate, the availability of support staff, teaching and laboratory assistants should be indicated. (Additional details should be provided on the Resource Implications Checklist in **PART B** of this form).

As stated above, an adequate number of expert faculty in this field already hold positions in the four core Departments and are regularly available to teach the Option courses for the proposed program. Tenured or tenure track faculty include: Reeve, Hoeniger (Art); Bevan (Classics); Pappano, Straker (English); Greenfield, Husain (History). In addition English have Wehlau (Continuing Adjunct) and Clark (retiree/Adjunct), while History and Classics share a postdoctoral fellowship in Medieval Studies (the Oliver Fellowship) which permits up to 9 units of appropriate Option units to be taught every year (currently occupied by Dr Slitt). These medievalists are supported by a wider group of faculty working in related fields around the medieval period (in Classical, Renaissance and Early modern culture and history) and in the languages.

The proposal calls for Greenfield (History) to coordinate the program for the first three years until it is fully established, as part of his regular service workload. Thereafter the relatively light administrative duties will fall to undergraduate chairs in the four core departments on a rotating basis.

**8. PHYSICAL AND INFORMATION RESOURCES:**

Please provide a summary of available or required program-specific resources, such as: classroom requirements, laboratories, information technology services and facilities, and library facilities and information resources (including unique and special collections). (Additional details should be provided on the Resource Implications Checklist in **PART B** of this form).

All resources already exist.

**9. FINANCIAL RESOURCES:**

There should be evidence of sufficient resources to introduce and maintain the program for a reasonable period of time. This should include consideration of any additional funds from internal sources and from government or other external sources as well as possible financial impact of the programs on other programs, within and outside the unit. (Additional details should be provided on the Resource Implications Checklist in **PART B** of this form).

The program would require no additional financial resources to those already in place for the employment and support of the faculty who will teach the program.

**10. SOCIETAL CONTEXT (STUDENT DEMAND, SOCIETAL NEED, DUPLICATION):**

Please provide a summary of how this program is expected to meet student demand and societal need. Evidence of student demand could include: projected enrollment levels, application statistics, origin of student demand (domestic and international), and duration of projected demand. Evidence of review and comment by appropriate student organizations should be provided. Please explain how the program will fulfill a societal need in specifically identified fields (academic, public and /or private sector) and consider the probable availability of positions on graduation, the likelihood of attracting out of province or international students and the equity implications of the program, In the case of a professional program, discuss its congruence with the regulatory requirements of the profession. Please cite similar programs offered by other institutions and provide evidence of additional societal need and/or student demand as well as indicate innovative and distinguished aspects of the program.

Popular interest in the medieval period has been pretty much a constant in Western societies since Romanticism in the later nineteenth century, although in the past decade this interest has been both stimulated and demonstrated by a slew of bestselling books (eg The Da Vinci Code, Angels and Demons, Pillars of the Earth), movies that have achieved considerable box office success (The Knights Tale, Kingdom of Heaven, Da Vinci Code, Beowulf) and television mini series (Pillars of the Earth, The Tudors) etc. A quick glance at the shelves in Chapters or Barnes and Noble will reveal a mass of books on the Templars, for example, alongside more general works on various aspects of the medieval period. Much, indeed most of this output, is far from scholarly and while it does a great job of drawing people to the field, it is important that students at university have the opportunity to pursue their interest on a sounder academic basis. That such interest exists is amply demonstrated by enrolment figures in the courses that will, under the current proposal, become Option courses for the Medieval Minor. For example the 6.0 unit introductory medieval history lecture (HIST 250) drew 126 students in 2009-10 and another 128 in 2010-11. HIST 218 (Byzantium), a 3.0 unit lecture offered for the first time in the Fall Term of 2010 drew 126 students. The 3.0 unit lecture HIST 296 (Making of the Muslim Middle East) drew 116 in 2009-10 and has 130 registered for the Winter Term of 2011, while Art History 212 (Medieval Art) drew 82 in 2009-10. Upper Year seminars in all Departments have been regularly filled to capacity.

Queen's is currently behind some of its key comparator universities in not having an undergraduate program in Medieval Studies. Undergraduate Medieval Studies programs are offered by, for example, the University of Toronto, the University of Waterloo, the University of Ottawa, and Wilfrid Laurier University.

**11. LEARNING AND PROGRAM OUTCOMES:**

While the aim of a university education is to produce educated individuals who possess good judgment and the capacity for critical thought, it is also important to consider specific indicators of learning and program outcomes, such as a graduation rate, length of studies, job placement, external scholarships, awards of graduating students, results of professional certification or licensing examinations, etc. Please discuss the anticipated outcomes of this program.

Medieval Studies, like all Humanities degrees, would serve as an excellent preparation for careers in a wide variety of fields. The transferable research, writing, analytical and language skills taught in these courses have been found particularly useful for careers in law, teaching, the civil service, journalism, publishing, politics, museum work, etc etc. At the same time undergraduate interest also



translates into graduate demand. In the past four years the number of MA students working on or taking courses in Medieval history, for example, has increased dramatically. There are thus currently (in 2010-11) eight Masters students in this position (approximately a fifth of the program) and two PhDs. A high level of interest continues in terms of applications for 2011-12. A Minor in Medieval Studies would thus not only be important in fulfilling basic undergraduate demand but also as a vehicle in preparing and encouraging students to pursue their interests at the graduate level.

**12. OTHER ISSUES:**

Please describe any additional special considerations with respect to this program.

N/A

**PART B - RESOURCE IMPLICATIONS**

**1. SUMMARY OF RESOURCES REQUIRED**

*If you are unsure of the resource implications for any of the following, please consult with someone in the affected department or unit.*

Please summarize the *additional* resources needed to implement the program:

- a) FACULTY \_\_\_\_\_ None \_\_\_\_\_  
(number of half courses)
- b) STAFF \_\_\_\_\_ None \_\_\_\_\_  
(number or fraction of FTEs)
- c) TEACHING ASSISTANTS \_\_\_\_\_ None \_\_\_\_\_  
(number of student-courses)

**d) PHYSICAL FACILITIES:**

Please describe the space resource implications of the proposal in terms of the following (include both size (in terms of # of students) and frequency (number of hours per week required))

- 1. Classrooms No additional needs: would use already existing/scheduled classes
- 2. Laboratories N/A
- 3. Offices No additional needs: would use existing faculty who already have offices

*For number d) 3 above, please reallocation or reconfiguration of space is required. If so, appropriate approval must be appended.*

**e) INFORMATION FACILITIES**

Please indicate the ITS resource implications for the proposal in terms of requirement for

- 1. Hardware \_\_\_\_\_ None \_\_\_\_\_
- 2. Software / Internet \_\_\_\_\_ None \_\_\_\_\_

3. Audio-Visual \_\_\_\_\_ None \_\_\_\_\_
4. Telecommunications \_\_\_\_\_ None \_\_\_\_\_

f) LIBRARY SERVICES

Please indicate which of following new library resources will be needed:

- journals
- print monographs
- audio visual material
- historical documents
- electronic databases
- statistical / geospatial data

Indicate the likelihood of the program having an impact on Library staffing.

Since all the courses being included in the MDVLS Minor already exist and since no new faculty will be involved it seems very unlikely that there would be any impact on either library collections or staffing.

g) UNIVERSITY REGISTRAR

Please indicate the resource implications for the proposal in terms of requirement for

1. Scholarships / Bursaries \_\_\_\_\_ N/A \_\_\_\_\_
2. Registration / SIS Programming \_\_\_\_\_ N/A \_\_\_\_\_
3. Timetable \_\_\_\_\_ Will use existing courses, nothing added.  
\_\_\_\_\_
4. Admission (Graduate / Undergraduate) The Medieval Studies Special Field Plan will be deleted, and the new Minor in MDVL will be mostly for students in a Major Plan in other departments therefore additional Admissions are not expected. \_\_\_\_\_
5. Convocation \_\_\_\_\_

h) OTHER UNIVERSITY SERVICES

Please indicate the resource implications for the proposal in terms of requirement for

1. Financial Services \_\_\_\_\_ None \_\_\_\_\_
2. Human Resources \_\_\_\_\_ None \_\_\_\_\_
3. Advancement \_\_\_\_\_ None, although it is to be hoped that the existence of the program may well stimulate donor interest in supporting Medieval Studies at Queen's, given that it is a field with quite a good track record in this respect

- 4. Student Services \_\_\_\_\_ None \_\_\_\_\_
- 5. Residences \_\_\_\_\_ None \_\_\_\_\_
- 6. Other \_\_\_\_\_ None \_\_\_\_\_

**2. NEW EXPENDITURES**

What **new** funds will be needed for each of the following? One-time \$ are monies that will only be required once for startup. Base \$ are funds that will continue to be needed year after year. Please attach some backup to show how the numbers were calculated.

e.g. Staff - Base \$60,000 (1.5 FTE @ \$40,000))

	ONE TIME \$	BASE BUDGET \$
FACULTY	n/a	n/a
STAFF	n/a	n/a
TEACHING ASSISTANTS	n/a	n/a
STUDENT ASSISTANCE (Grad)	n/a	n/a
OTHER NON-SALARY	n/a	n/a
<b>TOTAL</b>	n/a	n/a

**3. FUNDING SOURCES**

Please show the source of the **additional and/or re-allocated funds** needed for the proposal. What amount will be re-allocated from within the department’s budget, from within the faculty’s budget, from within the University’s budget and how much will come from tuition or other sources. One-time \$ are monies that will only be required once for startup. Base \$ are funds that will continue to be needed year after year. The total costs in section 2 (Cost Breakdown) must match the total costs in section 3 (funding sources)

	ONE TIME \$	BASE BUDGET \$
DEPARTMENT BUDGET	n/a	n/a
FACULTY BUDGET	n/a	n/a
UNIVERSITY BUDGET	n/a	n/a
TUITION REVENUE	n/a	n/a
OTHER SOURCES	n/a	n/a
<b>TOTAL</b>	n/a	n/a

If other sources are used, please list the sources and indicate if the funds have been applied for and if they have been secured.

The current FTE, Continuing Adjunct and PDF faculty members will be sufficient to maintain and sustain the program. The courses within the MDVLS Minor Plan are currently being offered and sustained within the Minor, Medial and Major Plans in the Departments involved. No additional sources of funds are expected.

#### 4. IMPACT ON ENROLMENT

a) How many students are expected in the program? ca 30 spread over the three years

\_\_\_\_\_

b) How many new students will the program attract to Queen's University? The great majority will have been coming to Queen's anyway but undoubtedly it will provide an added attraction to a few

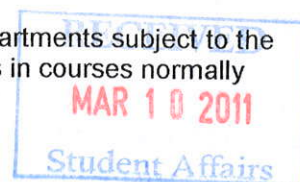
\_\_\_\_\_

(i.e. students in the program that are not transfers from existing programs currently being offered at Queen's)

c) How many students must be accommodated by other departments / units? \_\_\_\_\_

(Please indicate which departments / units will be affected and how.)

Students will be accommodated in existing space in courses offered by the core departments subject to the agreement to allow Majors to take up to 6.0 additional units in their own departments in courses normally reserved for concentrators.



#### 5. NET IMPACT OF THE PROPOSAL

Please summarize any other resource or funding implications of the proposal.

Replacing the old Medieval SPF with this new Minor plan will actually reduce resource requirements and increase student choice. This is a rare and excellent opportunity for the University to do a better job with existing resources at no cost.

#### 6. SIGN-OFF

Following Faculty Board approval, signatures from the following individuals listed below must be obtained to verify that they have reviewed this proposal. Supplementary comments may be appended and so indicated by checking the box beside the appropriate signature.

Title	Comments Appended	Signature
Department Head	<input type="checkbox"/>	<u><i>[Signature]</i></u>
Dean or Associate Dean	<input type="checkbox"/>	<u><i>[Signature]</i></u>
Dean of Student Affairs	<input type="checkbox"/>	<u><i>[Signature]</i></u>
University Librarian	<input type="checkbox"/>	_____
Director, Information Technology Services	<input type="checkbox"/>	_____
University Registrar	<input type="checkbox"/>	_____
Associate VP (Operations & Facilities)	<input type="checkbox"/>	_____
Vice-Principal (Operations & Finance)	<input type="checkbox"/>	_____
Vice-Principal (Academic)	<input type="checkbox"/>	_____

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Title	Comments Appended	Signature
Department Head	<input type="checkbox"/>	<u><i>John W. Cochrane</i></u>
Dean or Associate Dean	<input type="checkbox"/>	<u><i>Carole E. Smith</i></u>
Dean of Student Affairs	<input type="checkbox"/>	_____
University Librarian	<input type="checkbox"/>	<u><i>2 WE</i></u>
Director, Information Technology Services	<input type="checkbox"/>	_____
University Registrar	<input type="checkbox"/>	_____
Associate VP (Operations & Facilities)	<input type="checkbox"/>	_____
Vice-Principal (Operations & Finance)	<input type="checkbox"/>	_____
Vice-Principal (Academic)	<input type="checkbox"/>	_____

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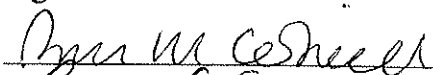
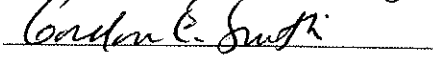

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University Registrar	<input type="checkbox"/>	_____
Associate VP (Operations & Facilities)	<input type="checkbox"/>	_____
Vice-Principal (Operations & Finance)	<input type="checkbox"/>	_____
Vice-Principal (Academic)	<input type="checkbox"/>	_____

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\_\_\_\_\_

(i.e. students in the program that are not transfers from existing programs currently being offered at Queen's)

c) How many students must be accommodated by other departments / units? \_\_\_\_\_

(Please indicate which departments / units will be affected and how.)

Students will be accommodated in existing space in courses offered by the core departments subject to the agreement to allow Majors to take up to 6.0 additional units in their own departments in courses normally reserved for concentrators.

**5. NET IMPACT OF THE PROPOSAL**

Please summarize any other resource or funding implications of the proposal.

Replacing the old Medieval SPF with this new Minor plan will actually reduce resource requirements and increase student choice. This is a rare and excellent opportunity for the University to do a better job with existing resources at no cost.

**6. SIGN-OFF**

Following Faculty Board approval, signatures from the following individuals listed below must be obtained to verify that they have reviewed this proposal. Supplementary comments may be appended and so indicated by checking the box beside the appropriate signature.

Title	Comments Appended	Signature
Department Head	<input type="checkbox"/>	<u><i>[Signature]</i></u>
Dean or Associate Dean	<input type="checkbox"/>	<u><i>[Signature]</i></u>
Dean of Student Affairs	<input type="checkbox"/>	_____
University Librarian	<input type="checkbox"/>	_____
Director, Information Technology Services	<input type="checkbox"/>	_____
University Registrar	<input type="checkbox"/>	<u><i>[Signature]</i></u> / Mar 20, 2011
Associate VP (Operations & Facilities)	<input type="checkbox"/>	_____
Vice-Principal (Operations & Finance)	<input type="checkbox"/>	_____
Vice-Principal (Academic)	<input type="checkbox"/>	_____

#### 4. IMPACT ON ENROLMENT

a) How many students are expected in the program? ca 30 spread over the three years

\_\_\_\_\_

b) How many new students will the program attract to Queen's University? The great majority will have been coming to Queen's anyway but undoubtedly it will provide an added attraction to a few

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Title	Comments Appended	Signature
Department Head	<input type="checkbox"/>	<u><i>Pyar M. Cochrane</i></u>
Dean or Associate Dean	<input type="checkbox"/>	<u><i>Carole E. Smith</i></u>
Dean of Student Affairs	<input type="checkbox"/>	_____
University Librarian	<input type="checkbox"/>	_____
Director, Information Technology Services	<input type="checkbox"/>	_____
University Registrar	<input type="checkbox"/>	_____
Associate VP (Operations & Facilities)	<input type="checkbox"/>	<u><i>[Signature]</i></u>
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Department Head	<input type="checkbox"/>	<u><i>Byron M. Cochrane</i></u>
Dean or Associate Dean	<input type="checkbox"/>	<u><i>Carole E. Smith</i></u>
Dean of Student Affairs	<input type="checkbox"/>	_____
University Librarian	<input type="checkbox"/>	_____
Director, Information Technology Services	<input type="checkbox"/>	_____
University Registrar	<input type="checkbox"/>	_____
Associate VP (Operations & Facilities)	<input type="checkbox"/>	_____
Vice-Principal ( <i>Finance &amp; Administration</i> )	<input type="checkbox"/>	<u><i>St. Davis</i></u>
Vice-Principal (Academic)	<input type="checkbox"/>	<u><i>Scott Hill</i></u>