



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

**Proposal to introduce a Spanish Latin American Studies Minor in the  
Faculty of Arts and Science**

**Introduction**

The proposal to introduce a Spanish Latin American Studies Minor 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 Minor in Spanish Latin American Studies will replace the current Spanish and Latin American Studies Specialization Plan. Enrolment in the Specialization Plan was suspended in 2009 due to low enrolment;
- The proposed Minor will enable students to gain intermediate-advanced fluency in Spanish and broaden the students' knowledge of the Latin American people and culture;
- The home department for the new plan will be the newly established Department of Languages, Literature and Culture;
- The proposed Minor does not require any new course offerings.

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**C o n c l u s i o n s / R e c o m m e n d a t i o n**

**Recommendation:**

**that Senate approve the proposal to introduce a Spanish Latin American Studies (Minor) 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)

Senate Committee on Academic Development  
and  
Senate Budget Review Committee

all

deferred

11.01.21

approved

11.01.28

(Curriculum  
Committee)

**Program Approval Submission 2010-11**

*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: SPANISH LATIN AMERICAN STUDIES (MINOR)

PROPOSED IMPLEMENTATION DATE: 2011-2012

DATE OF FACULTY BOARD APPROVAL: 11 February 2011

SUBMISSION CONTACT

NAME: Donato Santeramo

TELEPHONE: 32112

EMAIL: ds19@queensu.ca

SIGNATURE OF THE DEAN: [Signature] DATE: Dec 14/10

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.

A Minor in Spanish Latin American Studies (SLAS) would replace the current Spanish and Latin American Studies (SLAS) Specialization Plan. The specialization plan consisted of 48.0 units from Spanish, 36.0 units from other departments (courses with Latin American content), and 30.0 units of electives. The Minor in SLAS will consist of 18.0 units of core courses from Spanish and 12.0 units from option courses (some of which are in other departments). The Specialization Plan was suspended in 2009 due to low enrolments. In addition, students had difficulty taking courses in other departments (Latin American content) because they did not have the prerequisites for particular courses. The Minor in SLAS will require fewer courses from other departments (up to 12.0 units) and support has been granted by those departments.

Students will need to take the prerequisites for the option courses outside of Spanish and can take the prerequisite courses as electives. They also have the option to take all the option courses within the Department, (some courses are in Spanish, others in English) or take the option courses listed (with Latin American content) in other Departments within the Faculty of Arts and Science.

A student who is completing a Major Plan in one of the departments with courses listed in the SLAS Minor, would have the prerequisites for the upper level courses with Latin American content and the courses within the minor would be in addition to their required courses for their Major Plan. For example, A student registered in a Film Major Plan and a Minor in SLAS could choose FILM 326/3.0, FILM 337/3.0, FILM 425/3.0 or FILM 435/3.0 from the SLAS\_Option List 2B in addition to the courses which he/she has chosen to complete the requirements of the Film Major Plan or from the SLAS\_Option List 2A. For the upper level Film courses, the student would already have the prerequisites as they would have been required for the Major Plan.

Adding a Minor in SLAS will enrich the student's Major Plan by enabling the student to gain intermediate-advanced fluency in Spanish, and broaden the students' knowledge of the Latin American people through literature, film, and culture. Consequently, job opportunities would also be multiplied, especially in the United States and South America, where Spanish language is one of the main languages of communication.

The Department of Languages, Literatures and Cultures<sup>1</sup> will be administratively responsible for the programme.

### 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.

<sup>1</sup>The Department of Spanish and Italian will be amalgamating with the Department of German (Linguistics, Chinese, Japanese) in July 2011.

No knowledge of Spanish is required for eligibility into the SLAS Minor. The Minor is designed for students to gain intermediate-advanced fluency in Spanish during the first two years of the program. Students entering the Minor with advanced Spanish Language (e.g., 4U or equivalent), or who have a language component within their Major Plan, will either take upper level Spanish grammar courses or courses from the SPAN\_Options 2A list. Students will be assessed by the Department regarding their placement and which courses they should take.

**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.

**Spanish Latin American Studies – Minor (Arts)**

**SLAS-Y**

Subject: Administered by the Department (Amalgamated Department)

Plan: Consists of 30.0 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.

**Spanish Latin American Studies – General (Arts) – Bachelor of Arts**

**SLAS—G-BA**

Subject: Administered by the Department (Amalgamated Department)

Plan: Consists of 30.0 units as described below.

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

**1. CORE COURSES (18.0 units)**

- A. 6.0 units from (SPAN P10/3.0 and SPAN 112/3.0) or SPAN 101/6.0
- B. 6.0 units from (SPAN 204/3.0 and SPAN 205/3.0) or SPAN 201/6.0
- C. 6.0 units in SPAN 251/6.0

**2. OPTION COURSES (12.0 units)**

- A. 6.0 units from SLAS\_Options\_A
- B. 6.0 units from SLAS\_Options\_A; SLAS\_Options\_B

**SLAS\_Option\_List\_A**

Options in the Spanish Latin American Studies Plan, List A: SPAN 248/3.0, SPAN 306/3.0, SPAN 354/3.0, SPAN 428/3.0, or SPAN 458/3.0.

**SLAS\_Option\_B**

Options in the Spanish Latin American Studies Plan, List B: DEVS 305/3.0, ECON 239 ECON 325/3.0, ECON 426/3.0, FILM 326/3.0, FILM 337/3.0, FILM 425/3.0, FILM 435/3.0, GNDS 212/3.0, GNDS 330/3.0, GPHY 254/3.0, GPHY 257/3.0, GPHY 258/3.0, GPHY 365/3.0, HIST 285/3.0, HIST 286/3.0, POLS 342/3.0, SOCY 225/3.0, SOCY 233/3.0.

**3. SUPPORTING COURSES (0.0 units)**

(none)

**4. SUBSTITUTIONS**

(none)

## 5. NOTES

- A. The courses chosen must not duplicate work already completed either in university or pre-university study. If a student enters the program with advanced language/grammar knowledge or speaks Spanish at the near-native level, the student is exempted from taking the language and grammar core courses noted in 1A and 1B. These would be replaced with courses from SLAS\_Options\_A or SLAS\_Options\_B.
- B. To register in SPAN P10/3.0 or SPAN 101/6.0 students must sign a form in the Departmental Office officially declaring that they have no knowledge of Spanish. A language placement test may apply.
- C. Some courses in SLAS\_Option\_B may or may not cover topics directly involving Spanish Latin American Studies, although students may approach instructors to see if assignments or papers could be written from this perspective.
- D. Students must refer to the managing Department (Amalgamated Department) to find a suitable substitution(s) if necessary.

## 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.

The core courses in the Minor in Spanish Latin American Studies are taught each year by the current faculty in the Department. The SLAS\_Options\_A courses are either offered every year, or in alternate years. Therefore, the mode of delivery will not change with the creation of the Minor in SLAS.

## 5. EVALUATION OF STUDENT PROGRESS:

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

The intended method of evaluation of student progress is identical to the one presently employed in the Department of Languages, Literatures and Cultures.<sup>1</sup> The Undergraduate Chair will review the student's record to ensure that program requirements are being met and meet with the student, should the need arise, to provide counseling on prerequisites, course offerings each year, etc.

## 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.

Students will have the opportunity to take courses in either SLAS\_Options\_A or SLAS\_Options B which explore race, gender issues, etc. An example of the courses are: Gender, Development and Film in Latin America (SPAN 428/3.0); or Racism, Colonialism and Resistance (GNDS 212/3.0)

## 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).

The current FTE (4) and Continuing Adjunct (5) faculty teaching Spanish are all qualified to meet the needs of the Spanish Latin American Studies Minor Plan as no new courses will be needed for the Minor in SLAS. Faculty will continue to provide their normal workload.

## 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).

The Minor in SLAS does not require any new course offerings. Therefore, the current space resources are sufficient. Classrooms currently used for the Spanish Language and Literature (Minor/Medial/Major) program in Kingston Hall which are equipped with audio-visual facilities, will be used.

**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).

As the Spanish Latin American Studies Minor Plan (30 units; 5 full course equivalents) will be replacing the much larger Specialization Plan in Spanish and Latin American Studies (84 units; 14 full course equivalents) the present number of faculty teaching is sufficient to implement and sustain the Plan. Each year the Department offers 6.0 units of Spanish Latin American literature/cultural courses which are taken by students concentrating in a Minor, Medial, or Major Plan in Spanish. All of these courses would be available to SLAS students. The SLAS Minor Plan will also provide flexibility with faculty resources.

**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.

Students currently enrolled in upper year courses with Spanish Latin American content, have major concentrations in Economics, Global Development, Commerce, Linguistics, and Art History, to name a few. In order for students to register in these courses, they have either taken Beginning and Intermediate Spanish, or have previous knowledge of the language. Students will also benefit from the SLAS Minor as they will be able to obtain a transfer of credit towards their Minor while on exchange or studying abroad in Latin America.

Students will have greater employment opportunities because they will have a degree of fluency in the Spanish language, along with an understanding of the culture (history, traditions, society, etc.) in Latin American countries. Employers will benefit by students have a SLAS Minor because they will be able to send them abroad, or to certain areas of the United States, without have to train them in the language and culture.

Students entering a Master's Degree in their chosen field will also benefit from a SLAS degree because they will have obtained an intermediate-advanced level in a second language, which most M.A./Ph.D.'s require.

The Department expects 20-30 to students to choose a minor in SLAS.

**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.

Students will achieve an intermediate to advanced level of comprehension, speaking, reading, and writing in Spanish. They will attain an advanced treatment of the written and spoken language, involving the study of syntax and style, written composition, translation into Spanish and oral discussions of cultural topics. Students will also have a general understanding of Spanish American culture through an examination of important historical, social, political, economic, and artistic developments in the area. The Minor Plan in SLAS will enhance and complement the students' Major Plan whether it be in History, Sociology, Political Studies, or Art History, etc. To show an example of this, a student in a Gender Studies Major Plan would learn about women's literary and cultural

production in Latin America (SPAN 354/3.0), explore major themes of development in relation to gender in Latin American (SPAN 428/3.0), or a survey course on Latin American literature from all genres which illustrate the main cultural and historical trends and movements. After graduation, the student could apply for graduate school and do field work in a Latin American country or work for community/social services who specifically deal with Latin American women.

**12. OTHER ISSUES:**

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

The Department has letters of support from Economics, Film, Gender Studies, Geography, Global Development, History, Political Studies, and Sociology. Registration in some courses will be pending space availability during the add/drop period, or may require Departmental approval. Students will be able to complete the minor within the Department (Amalgamated Department) from the SLAS\_Options\_A courses or a combination of courses using SLAS\_Options\_B.



## 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:

The current FTE and Continuing Adjunct faculty members, will be sufficient to maintain and sustain the program. The courses within the SLAS Minor Plan are currently being offered and sustained within the Minor, Medial and Major Plans in Spanish Language and Literature. Each year the Department offers all-level grammar courses and 6.0 units of Spanish and Latin American literature/culture course each term.

(number of half courses)

b) STAFF: Current: Spanish: 4 FTE, 1 NR, 5 Continuing Adjuncts.

(number or fraction of FTEs)

c) TEACHING ASSISTANTS: 0

(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: There are no additional courses needed for the SLAS Minor Plan. The courses offered are used within the Minor, Medial and Major Plans. Currently most courses are taught in Kinston Hall. Classrooms hold 30-40 students per 3.0/unit term course.
2. Laboratories: 0
3. Offices: Current faculty have 1 office each and will continue to require this office space. As no additional faculty are needed space is sufficient.

*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 : nothing new has been added, therefore hardware is sufficient.
2. Software / Internet : nothing new has been added, therefore software/interent is sufficient.
3. Audio-Visual: nothing new has been added, therefore audio-visual is sufficient.
4. Telecommunications: nothing new has been added, therefore telecommunications is sufficient.

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?

Over the past several years resources within library has grown for Spanish and Latin American Studies. The SLAS Minor Plan will not need addition library resources as they will use the resources available to the Minor, Medial and Major Plans in Spanish.

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: As the Department is deleting the Specialization Plan in Spanish and Latin American Studies and replacing it with a new Minor Plan, the Minor will be simpler to maintain.
3. Timetable: nothing new has been added, therefore hardware is sufficient.
4. Admission (Graduate / Undergraduate): The Spanish and Latin American Studies Specialization Plan will be deleted, and the new Minor in SLAS will be mostly for students in a Major Plan in other departments therefore additional Admission are not expected.
5. Convocation: The new Minor in SLAS will be mostly for students in a Major Plan in other departments.

h) OTHER UNIVERSITY SERVICES

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

1. Financial Services: none expected.
2. Human Resources: none expected.
3. Advancement: none expected.
4. Student Services: none expected.
5. Residences: none expected.
6. Other \_\_\_\_\_

## 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 and Continuing Adjunct faculty members will be sufficient to maintain and sustain the program. The courses within the SLAS Minor Plan are currently being offered and sustained within the Minor, Medial and Major Plans in Spanish Language and Literature. Each year the Department offers all-level grammar courses and 6.0 units of Spanish and Latin American literature/culture course each term. No additional sources of funds are expected.

## 4. IMPACT ON ENROLMENT

- a) How many students are expected in the program? 20-30
- b) How many new students will the program attract to Queen's University?  
(i.e. students in the program that are not transfers from existing programs currently being offered at Queen's)

The Department expects that students from other departments will enhance and complement their Major Plans with a Minor Plan in Spanish Latin American Studies.

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

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

There is space availability in upper year Spanish courses to accommodate the additional students. This Minor Plan will fill our courses to capacity which will also provide flexibility with faculty resources. The Departments listed in the SLAS\_Options\_B list have all given their written support and space availability during the add/drop period. Some departments have agreed to save a certain number of places for the students during registration.

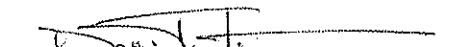
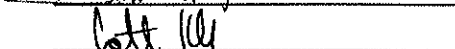

**5. NET IMPACT OF THE PROPOSAL**

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

None expected.

**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"/> |   |
| Dean or Associate Dean                    | <input type="checkbox"/> |   |
| 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 (Operations & Finance)     | <input type="checkbox"/> | _____   |
| Vice-Principal (Academic)                 | <input type="checkbox"/> | _____   |

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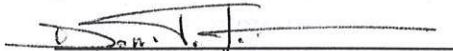
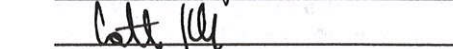

**5. NET IMPACT OF THE PROPOSAL**

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

None expected.

**6. SIGN-OFF**

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| 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 (Operations & Finance)     | <input type="checkbox"/> | _____  |
| Vice-Principal (Academic)                 | <input type="checkbox"/> | _____  |

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

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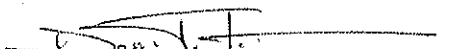
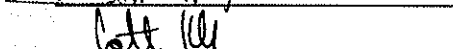
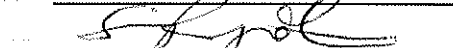
**5. NET IMPACT OF THE PROPOSAL**

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

None expected.

**6. SIGN-OFF**

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

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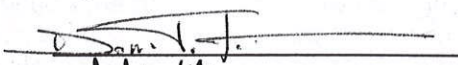
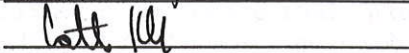
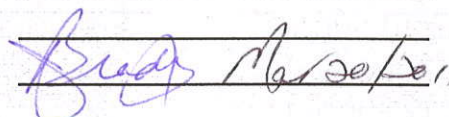
**5. NET IMPACT OF THE PROPOSAL**

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

None expected.

**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"/> |    |
| Dean or Associate Dean                    | <input type="checkbox"/> |    |
| 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 (Operations & Finance)     | <input type="checkbox"/> | _____  |
| Vice-Principal (Academic)                 | <input type="checkbox"/> | _____  |

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

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

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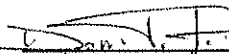
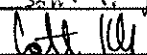
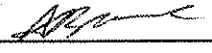
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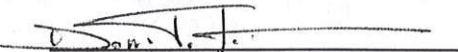
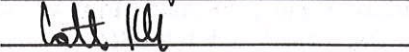


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| Vice-Principal (Finance & Administration) | <input type="checkbox"/> |  |
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