



Senate Committee on Academic Development
Report to Senate – Meeting of May 26, 2010

Proposal to introduce a new BAH Major in Linguistics in the Faculty of Arts and Science

Introduction

The proposal to introduce a new BAH Major in Linguistics in the Faculty of Arts and Science was reviewed by the Senate Committee on Academic Development (SCAD) at its meeting of May 5, 2010. J. Pierce, Associate Dean of the 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 this report.

Analysis and Discussion

The following should be noted:

- If approved, the proposed BA Honours Major in Linguistics will replace the existing Special Fields Concentration in Linguistics;
- The proposed BAH is part of a general trend within the Faculty of Arts and Science to replace Special Fields with Major/Minor combinations;
- Major concentrations are less resource-intensive in terms of administration, student advisement and degree auditing procedures;
- Student demand for training in Linguistics is strong and attracts students who go on to study a variety of fields such as speech pathology, education and computer languages.

Conclusions/Recommendation

Recommendation:

that Senate approve the proposal to introduce a BAH Major in Linguistics in the Faculty of Arts and Science to replace the current Special Fields Concentration in Linguistics, with an implementation date of 1 September 2010.

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Respectfully submitted,



Bob Silverman
Chair, Senate Committee on Academic Development

Committee Members:

Members

N. Chesterley
J. Emrich
P. Fachinger
N. Fulford
A. Jack-Davies
P. Oosthuizen
T. Shearer
B. Silverman (Chair)
D. Stockley
R. Ware
P. Watkin (Secretary)



Senate Budget Review Committee

Report to Senate – May 12, 2010

Proposal to establish a Major in Linguistics Program

Introduction

On May 3, 2010, the Senate Budget Review Committee (SBRC) met to discuss the Proposal to establish a Major in Linguistics Program.

Analysis and Discussion

The committee saw this proposed program essentially as a re-bundling of existing courses.

Conclusions/Recommendation

Members of the committee saw no major resource implications with the proposed program and voted unanimously to recommend to Senate that they approve the Proposal to Establish a Major in Linguistics Program.

Respectfully submitted,

J. Helland,
Chair, Senate Budget Review Committee

Committee Members:

H. Averbs
P. Boag
I. Cameron
D. Janiec
S. Heard
J. Helland (Chair)
A. Husain
S. Kalb
E. Nkole
V. Pakalnis
D. Pointer

Senate Committee on Academic Development
and
Senate Budget Review Committee

(BAH MAJ LING)

all

Program Approval Submission 2009-10

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

(Curr. Cmtee)
deferred

10.03.02

10.03.09

approved

10.03.16

FACULTY/SCHOOL: ARTS AND SCIENCE _____

PROPOSED NEW PROGRAM: BAH MAJOR IN LINGUISTICS (LING) _____

PROPOSED IMPLEMENTATION DATE: ACADEMIC YEAR 2010-11 _____

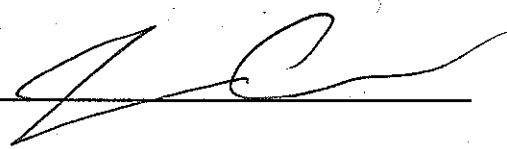
DATE OF FACULTY BOARD APPROVAL: 26 March 2010

SUBMISSION CONTACT

NAME: Jill Scott _____

TELEPHONE: 32075 _____

EMAIL: scottj@queensu.ca _____

SIGNATURE OF THE DEAN:  DATE: 11 Feb 2010

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.

In consultation with Associate Deans in the Faculty of Arts and Science, the Linguistics Section of the Department of German proposes to replace the current Special Fields Concentration in Linguistics (SPF LING) with a Major in Linguistics (MAJ LING). This move is in part related to current budget constraints within the Faculty, but it is also in response to student demand within the Faculty for Major/Minor concentrations combinations. It is hoped that the Major will be less resource-intensive in terms of coordination, student advisement and degree auditing procedures. It is also hoped that the Major will be less vulnerable to changes made to programs in languages and other cognate departments, on which the SPF has relied heavily for option courses. The new Major in Linguistics is somewhat more self-sufficient than the SPF, streamlining its relations with other departments, relying now only on courses taught in French, Philosophy, Psychology and IDIS. Linguistics has long-standing reciprocal relationships with all of these departments and each department has been consulted with respect to the changes from the SPF to the Major and is willing to continue to support Linguistics.

Every effort has been made to maintain the academic integrity and rigour of the program. Changes to the course offerings (submitted separately to the Curriculum Committee as course revisions) include amending the field methods course (LING 475, formerly LING 425*) to a weight of 1.5 credits. This will allow a maximum number of students to gain intensive exposure to valuable research skills and serve as a form of capstone experience and a platform for graduate training and professional programs.

The program in Linguistics has an excellent reputation among colleagues in Linguistics throughout Canada, and the best of its graduates are sought after by top graduate programs throughout North America. While the program is small and has run on exceedingly limited resources over a number of years, the quality of its graduates is superior. A Major concentration in Linguistics, coupled with a minor concentration in Psychology would provide excellent preparation for professional training in Speech Pathology or Neuropsychology. It is also hoped that students will be able to pair the Major in Linguistics with a Minor in Languages (also to be proposed for the academic year 2010-11) as a preparation for graduate work in Linguistics or a related discipline.

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.

The admission requirements for the Major will be the same as the former SPF. Linguistics has recruited extremely high calibre students over a number of years, and we expect that admission to the program will remain competitive. Currently, we have an average of 25 students entering the program in second year and we aim to maintain that number. Normally, students must have LING 100 in order to enter the SPF, and this will remain the usual requirement. However, it is possible to enter the SPF in year two without LING 100. We will continue to consider students for the program without this

requirement based on ability and overall academic performance. Because Linguistics is not taught in the secondary school curriculum, students often do not become aware of this program option until they arrive at university. It is for this reason that we need to have some flexibility in admissions requirements.

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.

CALENDAR DESCRIPTION

Students pursuing a Major in Linguistics should ensure that their program is accurate on QCARD, *and should seek counseling in the Department for help in selecting the courses which best fit their individual needs.*

Bachelor of Arts (Honours - BAH

Major Concentration - MAJ (Consists of 10.0 credits as described below and 9.0 elective credits to a total of 19.0)

Linguistics – LING

Requirements for the concentration include 10.0 credits as outlined in categories 1 to 3 below. This must include 3.0 LING credits at the 300 level or above.

1 *Required Courses in Linguistics* (3.5 credits)

LING 100, LING 310*, LING 320*, LING 330*, LING 340*, LING 415*.

NOTE: LING 100 should be taken in the first year of studies, and otherwise no later than the second year of studies.

2 *Option Courses in Linguistics* (minimum 1.0 credit)

Select *at least* 1.0 credit, including 0.5 credit at 300-level, from the following: LING 350*, LING 360*, LING 435*, LING 475, LING 501*, LING 505.

NOTE Only *one* of the two 500 level LING courses can be selected, either LING 501* or LING 505.

3 *Option Courses from Other Disciplines* (maximum 5.5 credits)

Select up to 5.5 credits from the following: FREN 353*, FREN 363*, FREN 373*, FREN 393*, FREN 433*, FREN 463*, FREN 473*, FREN 493*, IDIS 200, IDIS 201, PHIL 260*, PHIL 359*, PHIL 361*, PHIL 362*, PHIL 495*, PSYC 205*, PSYC 215*, PSYC 221*, PSYC 251*, PSYC 251*, PSYC 271*, PSYC 305*, PSYC 352*, PSYC 370*, PSYC 452*, PSYC 457*, PSYC 485*, SPAN 410*.

NOTE Courses in this category are administrated by other departments. *Students should seek counseling from these departments well in advance for advice on when courses are offered, and when to take prerequisites that must be completed beforehand.*

The Department recommends that students plan their concentration courses in accordance with the following scheme:

Year 1 LING-100 (*and otherwise no later than Year 2*)

Year 2 LING 310* and LING 320* (or LING 330* and LING 340*), plus 2.0 option credits.

Year 3 LING 330* and LING 340* (or LING 310* and LING 320*), plus LING 415* and 1.5 option credits (or 2.0 option credits).

Year 4 3.0 option credits (or LING 415*, and 2.5 option credits).

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.

Despite the resource limitations of only one FTE and one Continuing Adjunct, programs in Linguistics have consistently maintained very high teaching standards. Instructors regularly receive high scores on USAT evaluations. The program relies on non-permanent Adjunct Faculty for the delivery of some of its courses, but the program has been successful in recruiting highly qualified teachers, the majority of which have a Ph.D. and are active researchers in their fields. The Major in Linguistics will work to continue this standard of excellence. Minor changes to courses include the above-mentioned increase in credit weight of the field methods course from 0.5 to 1.5 credits. In addition, minor prerequisite revisions have been proposed to the Curriculum Committee for LING 505* Directed Readings (it now reads as PREREQUISITES At least 1.0 LING credit at the 300-level or above, a cumulative average of 80% or higher, and permission of the Linguistics Coordinator) and LING 501 Honours Thesis (it now reads as PREREQUISITE Fourth year standing in Linguistics, at least 2.0 LING credits at 300 level or above, a cumulative average of 80% or higher, and permission of the Linguistics Coordinator) in order to reflect actual practice within the program. Due to faculty constraints, directed courses and the thesis option can be offered only on a very limited basis and should be available to students with high academic standing.

5. EVALUATION OF STUDENT PROGRESS:

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

There are no changes to methods of assessment and evaluation in Linguistics courses taught in the Major concentration. Linguistics has consistently maintained high standards in teaching over a number of years and instructors use a variety of assessment methods. Every effort will be made to maintain these standards of excellence over the coming years.

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.

One of the major strengths of this very small program is in comparative theoretical linguistics, which prepares students to undertake research involving diverse language groups. The field methods course, for example, regularly gives students the opportunity to work with native speakers of non-European language groups, e.g. Bantu languages. While the new Major in Languages no longer has requirements for foreign language acquisition, students will be strongly advised to pursue training in diverse language groups offered at Queen's (Arabic, Chinese, German, Greek, Hebrew, Italian, Japanese, Latin, and Spanish). In addition, the program in Linguistics has been an active advocate for the implementation of a Minor in Languages, which would enable students to include languages in a concentration which have until now been excluded from any degree program. Furthermore, it should be noted that courses such as Introduction to Linguistics (LING 100), Language and Power (LING 205*) and Canadian English (202*) are extremely popular as elective courses across campus and that these courses introduce students to concepts of difference and diversity in language in ways that are complementary to many fields of study throughout Arts and Science.

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).

Linguistics currently has the highest student-faculty ratio in the Faculty of Arts and Science (49.3 for 2009, considerably higher than the next highest ratio in Mathematics and Statistics, 32.2 and more than twice as high as the Faculty average of 21.4). Linguistics has had to be very strategic in its use of resources and has managed nonetheless to offer excellent academic programs over a number of years, graduating superior students and garnering a national reputation for excellence. It is hoped that the simplified Major in Linguistics will enable the program to survive these difficult financial times, however it cannot be stated forcefully enough that the program desperately needs more permanent resources if it is to serve students into the future. Currently, there are over 70 concentrators, counting all years and all programs, and Linguistics has proven itself to be not only popular among students but successful in graduating first-rate linguists prepared to do graduate studies and enter highly competitive professional programs. There is a real demand for training in Linguistics and it is for these reasons that permanent resources need to be allocated to the program at the earliest opportunity.

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).

No new physical space or information resources are required for the Major. As of the 2009-10 academic year, Linguistics joined the Department of German and the administration of the program has been integrated into the larger department. This has put some strain on the limited staff resources of the department, but every effort has been made to offer students a high level of service. Office space for non-permanent Adjunct Faculty is essential, but so far good arrangements have been found.

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).

No new additional financial resources will be required for the new Major in Linguistics. On the contrary, the program aims to utilize administrative resources in a more effective manner. Student advisement, maintenance of curriculum (liaising with partner departments), and degree-audit procedures will be less resource-intensive. As stated above, however, it should be noted that Linguistics has the highest student-faculty ratio in all of the Faculty of Arts and Science by more than 30% and has been run with insufficient resources for many years. Linguistics has been forced to deliver its programs with extreme efficiency, but this situation must be rectified at the first opportunity.

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.

There is a clear need for training in Linguistics. The current SPF in Linguistics trains students who go on to study in a number of different fields: Speech Pathology, Education, Law, Policy Studies, Computer Languages, Second Language Acquisition, and Neuroscience. The Faculty of Education

requires a course in Linguistics as a prerequisite for students wishing to pursue a degree in Education with a specialization in English. Furthermore, some of the best students in our programs go on to graduate work in Linguistics and have taken up tenure-track positions at research universities. The Major in Linguistics will continue this standard of excellence.

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.

The current SPF in Linguistics trains students in theoretical linguistics with skills in all basic fields: phonetics, phonology, morphology and syntax. Faculty expertise lies in the area of comparative morphology and morpho-syntax and semantics, and students doing directed readings or the thesis option receive specific training in these areas. Not only do students in Linguistics receive a solid grounding in theoretical linguistics but they also gain skills in a variety of research methodologies and are expected to develop research questions, pursue fieldwork and conduct data analysis. Further testimony to the quality of the training offered to students in Linguistics is that they are often recruited to work as Research Assistants by faculty in other disciplines conducting research in linguistics-related disciplines: Departments of Psychology and French and the Faculty of Education.

As stated above, students graduating from the current SPF in Linguistics regularly go on to prestigious graduate programs and eventually to academic careers. Our students are also very successful in gaining entry to highly competitive professional programs such as Speech Pathology. The new Major in Linguistics will continue this tradition of excellence.

12. OTHER ISSUES:

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

The Major in Linguistics has been developed in consultation with the Office of the Associate Dean of Studies, and we have made every effort to make the most efficient use of limited resources. We have developed a five-year plan and have mapped out a challenging but sustainable future for the program. It is important to reiterate that Linguistics puts the academic quality of programs first and is committed to maintaining the level of excellence it has achieved. While the introduction of a new Major concentration (along with the phasing out of the SPF and Medial) streamlines the programs in Linguistics, we want to emphasize the need for more permanent resources.

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 none
- 2. Laboratories none
- 3. Offices none

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

e) INFORMATION FACILITIES **no new resources required in this area**

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

- 1. Hardware _____
- 2. Software / Internet _____
- 3. Audio-Visual _____
- 4. Telecommunications _____

f) LIBRARY SERVICES **no new resources required in this area**

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?

g) UNIVERSITY REGISTRAR no implications in this area

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

1. Scholarships / Bursaries _____
2. Registration / SIS Programming _____
3. Timetable _____
4. Admission (Graduate / Undergraduate) _____
5. Convocation _____

h) OTHER UNIVERSITY SERVICES no implications for this area

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

1. Financial Services _____
2. Human Resources _____
3. Advancement _____
4. Student Services _____
5. Residences _____
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		
STAFF		
TEACHING ASSISTANTS		
STUDENT ASSISTANCE (Grad)		

OTHER NON-SALARY		
TOTAL		

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		
FACULTY BUDGET		
UNIVERSITY BUDGET		
TUITION REVENUE		
OTHER SOURCES		
TOTAL		

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

4. IMPACT ON ENROLMENT

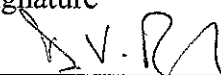
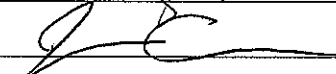
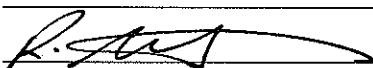
- a) How many students are expected in the program? approx. 25 pre year
- b) How many new students will the program attract to Queen's University? will remain stable with former SPF
(i.e. students in the program that are not transfers from existing programs currently being offered at Queen's)
- c) How many students must be accommodated by other departments / units? Existing agreements with other departments will be maintained
(Please indicate which departments / units will be affected and how.)

5. NET IMPACT OF THE PROPOSAL

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

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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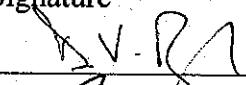

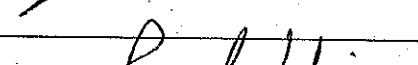
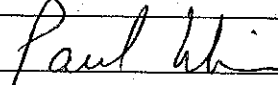
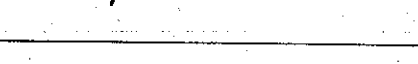
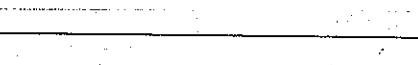
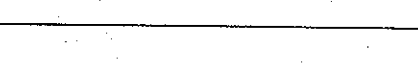
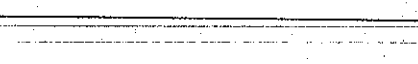

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University Librarian	<input type="checkbox"/>	<i>[Signature]</i>
Director, Information Technology Services	<input type="checkbox"/>	
University Registrar	<input type="checkbox"/>	
Associate VP (Operations & Facilities)	<input type="checkbox"/>	
Vice-Principal (Operations & Finance)	<input type="checkbox"/>	
Vice-Principal (Academic <i>Administration</i>)	<input type="checkbox"/>	

5. NET IMPACT OF THE PROPOSAL

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

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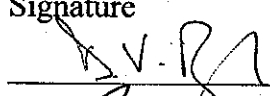

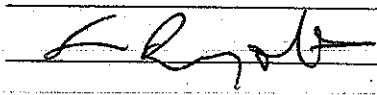
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University Registrar	<input type="checkbox"/>	
Associate VP (Operations & Facilities)	<input type="checkbox"/>	
Vice-Principal (Operations & Finance)	<input type="checkbox"/>	
Vice-Principal (Academic) <i>Administration</i>	<input type="checkbox"/>	

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

BAH MAJOR IN LINGUISTICS

5. NET IMPACT OF THE PROPOSAL

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

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.

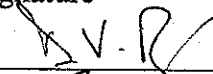

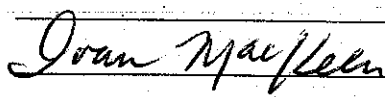
Title	Comments Appended	Signature
Department Head	<input type="checkbox"/>	<i>[Signature]</i>
Dean or Associate Dean	<input type="checkbox"/>	<i>[Signature]</i>
Dean of Student Affairs	<input type="checkbox"/>	
University Librarian	<input type="checkbox"/>	
Director, Information Technology Services	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

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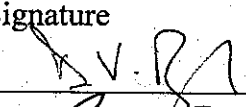


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