AGENDA
2:30 p.m. Thursday, February 26, 2015
Neatby-Timlin Theatre (Room 241) Arts Building

*In 1995, the **University of Saskatchewan Act** established a representative Council for the University of Saskatchewan, conferring on Council responsibility and authority "for overseeing and directing the university's academic affairs." The 2014-15 academic year marks the 20th year of the representative Council.*

1. Adoption of the agenda

2. Opening remarks

3. Minutes of the meeting of January 22, 2015

4. Business from the minutes

5. Report of the President

6. Report of the Provost

    6.1   Vice-president Finance and Resources report

7. Student societies

    7.1   Report from the USSU (oral report)

    7.2   Report from the GSA (no report)

8. Academic programs committee

    8.1   Request for decision: Articulation and Transfer Credit Policy

    That Council approve the adoption of the Transfer and Articulation Policy, which will take effect immediately following approval.

    8.2   Request for decision: Master of Arts in Applied Linguistics

    That Council approve the Master of Arts in Applied Linguistics, effective September 1, 2015.

    8.3   Report for information: Approved Curricular Changes

    8.4   Report for information: Certificate Programs

9.   Governance committee

9.1   Request for decision: Part One, section IV.1. Creation and Composition of Council Committees pp.

That Council approve the amendments to the Council Bylaws, Part One section 1V. 1. Creation and Composition of Council committees as shown in the attachment.

10.   Teaching, Learning and Academic Resources Committee

10.1   Report for information: Reports from working groups

11.   Other business

12.   Question period

13.   Adjournment

Next meeting March 19, 2015 – Please send regrets to Lesley.Leonhardt@usask.ca

Deadline for submission of motions to the coordinating committee: March 4, 2015

Attendance: J. Kalra (Chair). See Appendix A for listing of members in attendance.

The chair called the meeting to order at 2:33 p.m., observing that quorum had been attained.

1. Adoption of the agenda

> DOBSON/WALDRAM: To adopt the agenda as circulated with the removal of item 11.2.
>
> > CARRIED

2. Opening remarks

Dr. Jay Kalra, chair of Council provided opening remarks. At the chair's request, Ms. Elizabeth Williamson, university secretary reported that Professor Stephen Urquhart of the Department of Chemistry was elected to the university review committee.

The chair outlined the usual procedures for debate and discussion and noted one change—that as chair he would continue to entertain questions following the president's and provost's reports as long as the questions were directly related to the reports, but that questions unrelated to the reports would be heard during Question Period. The chair thanked members in anticipation of their following these guidelines, noting a number of members had spoken to him regarding the length of the meetings and that the change was due to time constraints.

The chair informed members that there would be no report from the president as President Barnhart was away for the month of January. The president's trip was scheduled prior to his being asked to be interim president, and his acceptance of the position was with the understanding that he would be away in January.

3. Minutes of the meeting of December 18, 2014

> DOBSON/ZELLO: That the Council minutes of December 18, 2014 be approved as circulated.
>
> > CARRIED

4. Business from the minutes

The chair advised that the vice-president finance and resources would respond at the February 2015 Council meeting to the motion and questions submitted by Professors D'Eon and Solose, which Council passed at the November 20, 2014 Council meeting.

Regarding the question at the last meeting of how much funding for research is received from endowments, Dr. Karen Chad, vice-president research, reported that there are 56 funds with a value of $98 M and a spendable portion of $3.3 M.

5. Report of the President

There was no report.

6. Report of the Provost

Provost and vice-president academic Ernie Barber referred members to his written report. Responding to a question by a Council member at the December Council meeting, the provost reported that the university is under no obligation to take up curricular or financial responsibility for the courses in the Confucius Institute after the initial four or five years of operation of the Institute. He further clarified that the courses in the Confucius Institute are not offered for credit and are directed primarily toward spoken communication in Mandarin Chinese, primarily for conversation and business communication. The simplified system of written characters is used. By contrast, the courses in Religion and Culture are offered for credit and are directed primarily toward a reading knowledge of Mandarin Chinese, primarily for research purposes. One emphasis in these courses is the traditional system of written characters.

7. Student societies

   7.1 Report from the USSU

   Desirée Steele, vice-president academic affairs of the University of Saskatchewan Students' Union (USSU) presented the report to Council. She urged all present to attend the Undergraduate Project Symposium January 29th in the North Concourse of Upper Place Riel and to take in the events scheduled to mark Aboriginal Achievement Week, February 2 – 6, 2015, in particular USSU sponsored speaker Dr. Robert-Falcon Ouellette.

   The 2015-16 tuition rates have been announced. Ms. Steele urged the university to ensure that tuition supports the continuing quality of university education, to improve the student experience, and to pay close attention at the college level regarding how budgetary decisions are made. Making multi-year tuition forecasting a reality would constitute a major improvement and set out the university as a leader in student success.

   7.2 Report from the GSA

   Izabela Vlahu, president of the Graduate Students' Association (GSA), presented the report to Council. Ms. Vlahu referred members to her written report and provided additional comments on the topic of the recent special general meeting of the GSA at which a motion was carried to endorse the campaign to unionize graduate student teaching and research assistants. She noted the campaign is being led by graduate students and not the GSA Executive.

8. Academic programs committee

Professor Roy Dobson, chair of the academic programs committee presented the committee items.

   8.1 Request for decision: Graduate Certificate in Social Economy and Co-operatives

   Professor Dobson introduced the proposal to approve a graduate-level certificate in the study of social economy and co-operatives as an interdisciplinary offering drawing on specialized knowledge of the co-operative sector. The program is similar to a program offered by the Johnson-Shoyama Graduate School (JSGS) at the University of Regina campus of the JSGS, and is regarded as an excellent recruitment tool to the Master of Public Administration (MPA) degree offered by the JSGS.

A member noted the recent increase in the number of certificate of proficiency programs submitted to Council for approval and inquired whether a set of standards exist against which the academic programs committee measures certificates of proficiency. Professor Dobson indicated the College of Arts and Science has developed a template for certificate programs offered by the college which Council has approved. However, apart from the College of Arts and Science, there is no standardization. Professor Dobson indicated that the academic programs committee (APC) and the planning and priorities committee (PPC) were aware of the issue, and the committee executives were meeting the next day to discuss the question of what constitutes proficiency at the certificate level, as there is a wide variation depending on the area of study.

> DOBSON/KROL: That Council approve the Graduate Certificate in Social Economy and Co-operatives, effective May 1, 2015, and that Council's Bylaws be amended to reflect the name of the new program.
>
> <div align="right">CARRIED</div>

8.2   Request for decision: Graduate Certificate in One Health

Professor Dobson noted the program before Council is a new certificate program at the graduate level, with the goal of developing capacity in interdisciplinary problem-solving in the emerging area of One Health, defined as multi-disciplinary teams working together to obtain optimal health for people, animals, and the environment.

A member observed an almost complete lack of engagement with the many health research scholars and disciplines within the College of Arts and Science, such as Medical Anthropology, and asked why these scholars had not been invited to participate in the development of the proposal. Professor Bruce Reeder, co-leader of the One Health signature area, indicated that a diversity of academic disciplines have been involved with the new certificate program. The program is an evolving program, there is much excitement regarding the collaboration involved, and scholars from the College of Arts and Science are welcome to contribute to the diversity of the program, which emphasizes the importance of different ways of knowing. He concluded his response by indicating that an invitation to researchers in related fields within the College of Arts and Science would be extended.

A member asked about the One Health designation and how widely recognized the term was and whether potential employers of graduates of the program would recognize it. Professor Reeder indicated the term is not new and represents the holistic thinking around One World, One Health, which has been more prevalent over the past decade. The team that developed the program judged that the name One Health best described the program, based on members' experiences working with American, European and other colleagues. The term One Health is trending to be the current term and therefore was selected as the best labelling choice for the program.

> DOBSON/KROL: That Council approve the Graduate Certificate in One Health, effective May 1, 2015, and that Council's Bylaws be amended to reflect the name of the new program.
>
> <div align="right">CARRIED</div>

8.3   Request for decision: Certificate in Practical and Applied Arts

Professor Dobson indicated that the Certificate in Practical and Applied Arts is intended to replace the teaching area in Industrial Arts and Home Economics in the Bachelor of Education (B.Ed.) degree. The certificate is intended to be taken primarily post-graduation. An increased tuition fee is anticipated in the future in order to cover program costs.

A member spoke of the presentation of three certificate programs to Council at the meeting, and indicated that although he was not aware of how many certificate programs the university offers, that in general the concept of adding a certificate on to a graduate degree seemed to him like a good idea to make a degree more marketable. He questioned, however, that he had no means of knowing whether his assumption was correct or not and whether the increase was market-driven, or whether the programs represented the research interests within the units offering the programs, or whether the university was becoming involuted with a plethora of certificates. He noted that two of the certificate programs submitted had or intended to have increased tuition fees beyond the norm, and wondered how this might factor into consideration of these programs.

Professor Dobson indicated that these questions go to the heart of why the APC and PPC executive members were meeting to discuss certificate programs. These questions and others, such as whether certificates offer the best promise of flexibility and reflect the needs of students, need to come before Council. A member requested that when the group meets that it also consider that certificates call upon existing expertise, resources, courses, and their establishment makes clear to prospective students and employers the value of taking that group of courses. Other members asked that consideration be given to whether the structure of a certificate fits with the mission of the university or would be better placed at a polytechnic level.

In reference to the Certificate in Practical and Applied Arts, and whether it should be a program in a polytechnic rather than a university, Professor Jay Wilson, head of the Department of Curriculum Studies and the department where the proposed certificate will be offered, made the distinction between an individual trained to work in the trades, who undertakes training at a polytechnic institute, versus an individual trained at a university to be a teacher of subjects, such as Home Economics and Industrial Arts at the secondary school level. Professor Dobson assured members of Council that any criteria devised would be submitted to Council.

> DOBSON/KROL: That Council approve the Certificate in Practical and Applied Arts, effective September 1, 2015, and that Council's Bylaws be amended to reflect the name of the new program.
>
>   CARRIED

8.4   Request for input: Articulation and Transfer Credit Policy

Professor Dobson indicated the policy will establish transfer credit and articulation principles, define common terminology, outline roles and responsibilities, clarify authorities, and determine common procedures and guidelines to implement the policy. The policy has been developed through extensive consultation. Questions from members related to the time limit in which to apply transfer credits—time limits are set by each college—and whether the new

policy will include prior learning assessment (PLA)—a policy on PLA will be developed separately.

8.5 Report for information: Items for information

A report of items approved at the committee level was presented for information. Items reported included: Native Studies Program Name Change to Indigenous Studies; creation of a Certificate in Jazz, creation of Geological, Mechanical and Chemical Engineering Mining Options; terminations of the Postgraduate Diploma (PGD) in French, Master of Agriculture (M.Agr.) non-thesis option, Minor in Jazz Studies, Four-year B.Sc. in Computing, and Post-degree Specialization Certificate in Computer Science.

9.   International activities committee

Professor Gap Soo Chang, chair of the international activities committee, presented the report to Council.

9.1 Report for information: University Partnerships with International Institutes

Professor Chang spoke to the question of the university's partnership with countries known to have oppressive regimes, with reference, in particular, to the Confucius Institute at the university. Professor Chang reported the Confucius Institute was established in 2012 with Council's approval and outlined the process of consideration of the institute by Council committees at that time.

At the request of the coordinating committee of Council, the international activities committee reviewed the documents submitted to the May 2012 Council meeting, which included the two agreements between the university and the Confucius Institute Headquarters (HanBan) and the university and the Beijing Institute of Technology, as the partner institute. In reviewing these documents and the minutes of the Council May 2012 Council meeting, Professor Chang indicated the committee found no political statements in the documents and no concern was registered by the committee with respect to the activities of the Confucius Centre at the university. Professor Chang conveyed that the committee holds the view that Council's role is to consider academic matters not political issues. In the future, however, the committee recommends that any such agreements be submitted to the planning and priorities committee and the international activities committee prior to being signed, and also that the committees review any reports at the time of renewal of the agreement.

A member spoke of the 2011 agreement as containing a non-disclosure clause, which placed the HanBan, the Beijing Institute of Technology, and the University of Saskatchewan in a position of secrecy, which has no place at a university. He questioned the committee's decision to consider non-credit language and cultural instruction as non-political, and referred to the Cultural Revolution as an extreme example of political involvement in culture and language. He indicated that he was working on a recommendation for the university to discontinue its relationship with the Confucius Institute and urged its placement off campus. He inquired on what basis the international activities committee made its decision, in particular whether the committee consulted the December, 2013 decision by the Canadian Association of University Teachers (CAUT) that Confucius Institutes not be allowed on Canadian universities, or whether the committee considered the University of McMaster decision to rescind its agreement with its Confucius Institute and the University of Manitoba decision not to have a Confucius

Institute. Another member reiterated these concerns, noting that on the internet he quickly came up with over 100 references to Confucius Institutes and various Canadian institutes that have rescinded these Confucius Institutes. He expressed that he was dissatisfied with the depth of research shown in the committee's report.

The opinion that the committee made a false dichotomy between academic and political issues, and that political issues should have direct bearing was expressed. Further, that current-day Chinese policy calls for the expunging of any references to Tiananmen Square, Taiwan and Tibet. A member noted *The University of Saskatchewan Act, 1995,* permits Council to make recommendations to the president, board, or senate respecting any matters of interest to the university, and that Council could express an opinion regarding the situation. Other members spoke of the difficult choices other universities have made, which should compel the university to consider its Confucius Institute with due process and scrutiny by completing a thorough investigation. A coherent approach was called for, which respects diverse views, but also includes safeguards, and which will require considerable discussion at Council led by Council committees.

A member referred to the suspension of the non-disclosure clause in the agreement, and expressed that the university's relationship with the institute was dynamic and open to the university's continuing involvement, and that the university exercises vigilance through its oversight and management of the institute. He urged caution in severing this relationship without also seriously considering the benefits afforded by the relationship. Similar views and concerns were expressed of how such an action would be viewed collectively by people from China, with dual or single citizenship, and whether it was ethical to sever relationships with others due to some aspect of culture, law, or attitude, which does not conform to the prevailing way of thinking. As the university has its own oversights and mechanisms, including ethics, principles, and intellectual freedom, a member spoke in favour of separating the intellectual from the political, rather than the academic from the political, in order to allow for differing views.

The ability of the international activities committee to make a coherent comment on the appropriateness of the relationship was called into question by a member who recalled that when he was a member of the committee, month after month would go by where meetings did not achieve quorum, and it was unclear who was a voting member and who was a non-voting member. At the time he was member, he expressed that it would not have been possible for the committee to attempt to consider so serious a matter.

Professor Chang indicated that the committee understood why there were concerns regarding the Confucius Institute but that China is one of many, many countries with political issues and that such issues are discussed in classrooms. He indicated the committee would continue to work on a policy regarding partnership with international agencies. In reviewing the scope of the Confucius Institute as it was established, such political issues did not enter into the agreements, and there appeared to be no threat to academic freedom.

The chair closed discussion by thanking members for their engagement and invited members to submit any further opinions in writing to the university secretary, to be shared with the international activities committee.

10. Governance committee

Professor Louise Racine, chair of the governance committee, presented the items to Council.

   10.1 Request for decision: Amendment to the Council Bylaws Part III section 1 to include the Certificate in Classical and Medieval Latin

   Professor Racine noted the motion represented a housekeeping amendment to the Council Bylaws.

   > RACINE/DOBSON: That Council approve that Council's Bylaws be amended to reflect the approval of the Certificate of Proficiency in Classical and Medieval Latin.

   > CARRIED

   10.2 Notice of Motion: Part One, section IV.1. Creation and Composition of Council Committees

   Professor Racine indicated that the current Council Bylaws provide no comment on consecutive terms of service by committee chairs or committee members, and the proposed amendment ensures a break in service for committee renewal.

   > RACINE/DOBSON: That Council approve the amendments to the Council Bylaws, Part One section IV.1. Creation and Composition of Council committees as shown in the attachment. (see Appendix B)

11. Nominations committee

   11.1 Request for decision: Nomination to the search committee for Dean of Kinesiology

   > KROL/WOTHERSPOON: That Council approve the appointment of Steve Milosavljevic, Director of the School of Physical Therapy, to the search committee for the dean, College of Kinesiology.

   > CARRIED

12. Other business

There was no other business raised.

13. Question period

There were no questions.

14. Adjournment

The meeting adjourned at 3:45 p.m. by motion (DOBSON/ROBERTSON).

Appendix A

Voting Participants

Name	Sept 18	Oct 23	Nov 20	Dec 18	Jan 22	Feb 26	Mar 19	Apr 16	May 21	June 18
Albritton, William	P	P	P	R	R					
Allen, Andy	NYA	P	P	P	R					
Arcand, Jaylynn	P	P	A	R	P					
Barber, Ernie	P	R	P	R	P					
Barnhart, Gordon	P	P	R	P	R					
Barrett, Jennifer	NYA	NYA	NYA	A	A					
Barth, Katrina	NYA	NYA	NYA	A	A					
Bartley, William	P	P	P	A	P					
Baxter-Jones, Adam	P	P	P	P	P					
Bilson, Beth	NYA	R	P	P	R					
Bonham-Smith, Peta	P	R	R	P	P					
Bradley, Michael	P	A	A	A	P					
Brenna, Bev	P	P	P	P	P					
Brenna, Dwayne	P	P	P	P	P					
Brown, William	P	P	P	R	P					
Buhr, Mary	R	P	P	P	R					
Butler, Lorna	R	R	R	P	R					
Calvert, Lorne	R	P	P	R	P					
Chang, Gap Soo	P	P	P	P	P					
Cheng, Hongming	P	P	P	P	P					
Chibbar, Ravindra	P	P	P	P	P					
Crowe, Trever	P	P	P	P	P					
Day, Moira	P	P	P	R	P					
de Boer, Dirk	P	P	P	P	P					
D'Eon, Marcel	NYA	P	P	P	P					
DesBrisay, Gordon	P	P	P	P	R					
Dick, Rainer	P	P	P	P	P					
Dobson, Roy	P	P	P	P	P					
Eberhart, Christian	A	A	A	A	A					
Ervin, Alexander	P	P	P	P	P					
Findlay, Len	P	P	P	P	P					
Flynn, Kevin	R	P	A	A	A					
Freeman, Doug	R	R	P	R	R					
Gabriel, Andrew	A	A	A	A	A					
Gobbett, Brian	A	A	A	A	A					
Gray, Richard	P	P	P	P	R					
Greer, Jim	P	A	R	A	A					
Gyurcsik, Nancy	P	P	P	R	P					
Haines, Aleina	A	A	A	P	R					
Hamilton, Murray	P	P	P	A	P					
Harrison, Liz	R	P	R	R	P					
Havele, Calliopi	P	A	P	R	A					
Hayes, Alyssa	A	P	P	P	P					
Huywan, Zachary	P	P	P	A	P					
Iron, Monica	P	P	P	P	P					
Jamali, Nadeem	P	P	P	P	P					
James-Cavan, Kathleen	P	P	R	P	P					
Johnstone, Jill	P	P	P	P	P					
Jones, Kirsten	R	P	R	R	P					
Jones, Marina	A	A	A	A						
Julien, Richard	A	A	A	P	P					
Kalagnanam, Suresh	NYA	NYA	NYA	P	P					
Kalra, Jay	P	P	P	P	P					
Kalynchuk, Lisa	P	P	P	P	P					
Khandelwal, Ramji	P	P	P	P	P					

Name	Sept 18	Oct 23	Nov 20	Dec 18	Jan 22	Feb 26	Mar 19	Apr 16	May 21	June 18
Kipouros, Georges	P	R	P	P	P					
Klaassen, Frank	P	P	P	P	P					
Krol, Ed	P	P	P	P	P					
Kuhlmann, Franz-Viktor	R	P	P	R	R					
Labrecque, Jamie	P	P	P	P	P					
Langhorst, Barbara	R	P	R	R	P					
Larre, Tamara	R	P	P	R	P					
Li, Wendy	R	R	A	A	P					
Lin, Yen-Han	R	P	A	P	A					
Lindemann, Rob	A	A	A	A	A					
Makarova, Veronika	P	P	P	P	A					
Marche, Tammy	P	P	R	P	R					
Martz, Lawrence	P	P	P	R	P					
Meda, Venkatesh	P	P	P	A	A					
Muri, Allison	P	P	P	P	P					
Nickerson, Michael	A	A	P	A	A					
Noble, Bram	P	R	A	R	R					
Ogilvie, Kevin	A	A	A	A	A					
Paige, Matthew	P	P	P	P	P					
Parkinson, David	P	R	P	P	P					
Phoenix, Aaron	P	R	P	P	R					
Prytula, Michelle	A	P	P	R	P					
Pywell, Rob	P	P	P	P	P					
Racine, Louise	P	R	P	P	P					
Radomske, Dillan	R	R	P	P	A					
Rangacharyulu, Chary	P	R	A	P	R					
Robertson, Jordan	P	P	P	P	P					
Rodgers, Carol	P	R	P	P	P					
Roesler, Bill	P	P	P	R	R					
Sarjeant-Jenkins, Rachel	R	P	R	P	P					
Senecal, Gabe	A	P	A	P	P					
Singh, Jaswant	P	P	P	A	R					
Smith, Preston	R	P	P	P	P					
Solose, Kathleen	P	P	P	R	P					
Still, Carl	R	R	P	R	P					
Stoicheff, Peter	P	R	R	P	P					
Taras, Daphne	P	P	P	P	P					
Tyler, Robert	P	P	R	P	R					
Uswak, Gerry	R	R	R	P	P					
Van Kessel, Andrew	A	A	R	A	A					
Vlahu, Izabela	P	P	P	P	P					
Waldram, James	P	P	R	P	P					
Walker, Keith	P	R	R	P	R					
Walley, Fran	P	R	P	R	R					
Wang, Hui	P	P	P	P	R					
Wasan, Kishor	-	R	P	P	R					
Watson, Erin	P	P	P	P	P					
Williamson, Vicki	R	P	R	P	P					
Wilson, Jay	P	R	P	P	P					
Wilson, Ken	P	P	P	P	P					
Wotherspoon, Terry	P	P	R	P	P					
Yates, Thomas	P	R	P	R	P					
Zello, Gordon	P	P	P	P	P					

COUNCIL ATTENDANCE 2014-15

Non-voting participants

Name	Sept 18	Oct 23	Nov 20	Dec 18	Jan 22	Feb 26	Mar 19	Apr 16	May 21	June 18
Binnie, Sarah	P	R	R	R	R					
Chad, Karen	P	P	P	R	P					
Datta, Ranjan	P	R	A	P	P					
Desiree Steele	P	P	R	P	P					
Downey, Terrence	P	R	P	R	R					
FineDay, Max	R	R	R	R	R					
Fowler, Greg	P	P	P	P	P					
Isinger, Russ	P	P	P	P	P					
Magotiaux, Heather	R	P	R	R	R					
Pulfer, Jim	P	P	P	P	P					
Williamson, Elizabeth	P	P	P	P	P					

Attachment 2: **Proposed Revision to Council Bylaws:**

CURRENT

Part One, section IV. 1. Creation and Composition of Council Committees

(k) The term of office of a faculty member of a standing committee is normally three years. The terms of student and sessional lecturer members will be one year. The term of office of Chairperson will be one year, and may be renewed annually for up to two additional years.

PROPOSED

Part One, section IV. 1. Creation and Composition of Council Committees

(k) The term of office of a faculty member of a standing committee is three consecutive years, renewable once for up to an additional three years, for a maximum of six consecutive years of service. Once the maximum term of service has been reached, one year must lapse prior to the commencement of a new term on that same committee. The term of office of the Chairperson will be one year, renewable annually for up to two additional one-year terms. Once the Chairperson has served for a maximum of three consecutive years of service, one year must lapse before the member may serve as Chairperson of that same committee. The renewal of the Chairperson is subject to the six consecutive years of service a faculty member may serve on a standing committee. For greater certainty, the maximum six years of consecutive service limitation does not apply to *ex officio* members of a committee.

(l) The terms of student and sessional lecturer members will be one year.

UNIVERSITY OF SASKATCHEWAN

PRESIDENT'S REPORT TO COUNCIL — February 2015

Reflections on Resolutions
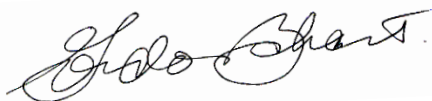
As I was away for the January Council meeting, this is my first report to this august body in 2015. A new year is always a time of reflection and resolution so I wanted to give you a sense of my focus in this new term. As mentioned in December, in the coming months, I see my priorities as follows:

1) Ensuring a strong and collaborative leadership team
2) Enhancing accountability and transparency
3) Giving care and attention to our external stakeholders

I will plan to highlight the work going on in each of these areas in my regular reporting to Council.   For example, under the banner of 'enhancing accountability and transparency', Greg Fowler, our vice-president finance and resources, will be presenting at this Council meeting on a comprehensive response regarding questions about our $44.5 million projected deficit and our current financial situation.   I know Greg and others are committed to providing this information as often as is needed, from as many perspectives as is needed in order to enhance understanding around this important issue.

I will also work with the provost and other senior leaders to ensure we report to this body, and the campus community in general, the progress we are making on the priorities we've outlined in the fall.   Those eight priorities are by no means the only work of the university, but they are key, broad priorities that reach across many areas on campus.

I'm committed to focussing my time and energy on these priorities through various strategies throughout the year. I look forward to discussing more of these efforts with you in future reports.

Gordon Barnhart
Interim President and Vice-Chancellor

Presidential Engagement

President's Provincial Tour

I'm looking forward to getting back to the 'President's Provincial Tour' after the winter holiday. We've got a few locations coming up this term including; Humboldt, Swift Current, Yorkton, and Prince Albert. The tours will continue to include meetings with local business leaders, health regions, high schools, and of course visiting with alumni and friends.

Community Connections

I'm taking the time to make purposeful connections within our local community as well. As of the tabling of this report I will have had a few opportunities to address the public through addresses at the Canadian Club and U of R Engineers Without Borders in Regina and through the Chamber of Commerce in Saskatoon.   It is important to take advantage of these opportunities to spread the word about the great things going happening on campus.

Campus Activities

I look forward to participating in the activities surrounding the CIS Men's Volleyball Nationals taking place in February and working with the Great War Commemoration committee to give a talk in March. Also I am happy to be attending our own Graduate Student's Association (GSA) 3rd Annual Awards Gala and meeting with our own department heads this month.

Government Relations

The date for the announcement of the provincial budget has been set for March 18th.   This is the time when we will learn the extent of the allocation the province will be making to our University. We begin our budget conversations with government months in advance as it is a complex, multi-faceted endeavour. These advanced discussions makes budgeting a constant activity as we are either preparing or actually speaking with government about finances. Lobbying takes time and most of our lobbying efforts go on behind the scenes. Our provincial allocation makes up a significant portion of our operating budge, 67% in fact (2013-14) so it should be no surprise to anyone that we spend considerable efforts on these conversations.

As many of you would have seen in the local media the government is indicating times of austerity for all citizens and sectors, in large part due to fluctuating oil prices. Despite these signals I am optimistic that our robust financial planning will allow us to weather any potential economic troubles. We have learned much over the last number of years as we've refined our multi-year budget processes. I look forward to reporting more back to you at the March council meeting after the provincial budget is released.

Campus Successes

Aboriginal Achievement Week

I want to take this opportunity in my report to say congratulations to all involved in the implementation of this year's Aboriginal Achievement Week.   Not only was the program diverse and comprehensive but the week seemed to engage the campus and local communities as well.   I look forward to next year's efforts!

Acknowledging Research Efforts

Thanks to a concerted strategy by researchers and communications staff on campus, we've received some great acknowledgement of research efforts on campus.   In the past month local media has showcased the diverse research on campus from memes of Ryan Gosling, to the benefits of drinking chocolate milk, to telling the story of 7,700 year old twins. Showcasing these efforts have caught national, and in some cases international, attention.

It's not in our humble Saskatchewan nature but we do need to spend more time telling the world about the great things we achieve here. A positive reputation is built one positive story at a time.   I encourage all members of Council to help continue these efforts to tell the world our stories.

PROVOST'S REPORT TO COUNCIL

February 2015

MESSAGE FROM THE VICE-PRESIDENT, FINANCE AND RESOURCES

It is with pleasure that I enclose a written response to council's motion from November 2014, which requested more information on the $44.5M projected deficit and our current financial situation. I, along with the Associate Vice-President of Financial Services, Jeff Dumba, will also provide a verbal presentation to accompany this report. Our commitment to University Council, and to all other members of our campus community, is to provide clear information regarding the university's financial situation. To do this, we must translate the accounting complexities of our $1B teaching and discovery institution in a transparent and meaningful manner. This is not a simple task and we will return to council, at every invitation, to continually refine this endeavour.

With regards to our financial situation, we have benefited from sound financial management for many years now and because of that have not realized an actual deficit in our operating budget in recent history. We continue to refine our financial management -- we are in a better position than we were two years ago because we made significant and necessary changes to our workforce, our investment strategy, and many of our forecasting practices and assumptions. The work of carefully managing our finances is never complete. We must continually assess and manage all of our resources – human, physical and financial - to ensure we remain financially sound and focused on our academic mission of teaching and discovery. We can best manage our resources in an environment founded on collegial trust and respect and I sincerely appreciate the important role University Council plays in this dialogue.

INSTITUTIONAL PLANNING

Provost's Committee on Integrated Planning (PCIP)
In February, PCIP met with the dean/executive director and financial officer of every college and school. These conversations will inform 2015-16 resource allocation decisions, including the development of the 2015-16 detailed operating budget. The detailed operating budget will be presented to the Board of Governors for approval in May 2015.

Third integrated plan update meetings
Representatives of Institutional Planning and Assessment met individually with all college and school leaders in January and February to discuss progress against their college plan, current priorities, challenges and changes going forward.

VICE-PROVOST, TEACHING AND LEARNING

Open Online Course
Ken Coates, with the support of the Gwenna Moss Centre, has been working on the creation of an open course based on his for-credit Circumpolar Innovation course offered through the International Centre for Northern Governance and Development. The non-credit open course, which is available for free

around the world, will be launched in late February through the Canvas Network. Dr. Coates hopes that students from other institutions that are part of the UArtic Thematic Network and learners in the North will take part in the course to help drive conversations around technology and innovation. If you are interested in reading more please access the recent OCN article highlighting the course http://words.usask.ca/news/2014/12/08/u-of-s-professor-launches-new-open-online-course-on-circumpolar-innovation/.

Open Textbook Initiative
Eric Micheels, with assistance from the Gwenna Moss Centre, in adopting an open-access textbook for use in his AGRC 113 course this term. Noting the steep increase in textbook prices, Eric is using an open textbook from Timothy Taylor of Macalester College, available through the BC Open Campus initiative (http://open.bccampus.ca/). Eric states that this open text rivals the earlier, more expensive texts in its usefulness. The original text has an approximate cost of $140 meaning that for his class of 274 students, the total potential savings to student is over $38,000. Eric has written a blog post on his experience which can be accessed at http://words.usask.ca/gmcte/2014/10/20/usask-professor-adopting-open-textbook/

COLLEGE AND SCHOOL UPDATES

College of Arts and Science

Kathryn McWilliams (Phys & EP), who leads SuperDARN Canada with Canada Research Chair **Jean-Pierre St. Maurice** (Phys and EP), have been awarded $462,000 from the Canada Foundation for Innovation to support their research into how the Earth's atmosphere and magnetic field interacts with the harsh environment of space. SuperDARN is a global collaboration of more than 30 scientific radar installations run through research institutions in 10 countries around the world.

Two research teams have been awarded $224,000 from Grand Challenges Canada to back their efforts to develop solutions to drinking water contamination in the developing world. Congratulations to Lee Wilson and **Mohamed H. Mohamed** (Chem) and **Graham George** and **Ingrid Pickering** (Geol Sci).

Jim Miller (Professor Emeritus of History) has been named an Officer of the Order of Canada for his even-handed and definitive scholarship on the history of relations between Canada's aboriginal peoples and settlers.

The college began offering a **unique interdisciplinary course** (INCC 398) called "Making the Future," taught by hockey great and former politician Ken Dryden. Its focus is a selected set of subject areas that present issues or opportunities for Canada in the next many years.

The Department of Sociology hosted the 46th Annual **Sorokin Lecture**, presented by Dr. Lesley Wood on February 5 in the Neatby Timlin Theatre. The title of presentation was "World on Fire – Waves of Protest and Transforming Communities.
From February 6-8, the Department of Biology hosted **BioScan** 2015, an event organized by the Biology Club every three years. The club unites the Department of Biology's faculty, staff and students to put on the event for the public.

The Department of Mathematics and Statistics has developed an on-line **Mathematics Placement Test** for students entering university: http://math.usask.ca/placement/

Juno award winning composer and jazz pianist David Braid brought his new sextet to a Master Class in Quance Theatre on January 25, with the U of S Jazz Ensemble hosting.

Experimental Inuit throat singer Tanya Tagaq, whose most recent CD, Animism, won the 2014 Polaris Music Prize, is coming to Saskatoon to present the **2015 Gail Appel Lectureship in Literature** and Fine Arts: Tuesday, Feb. 24 " Protest Without Words: Art as Activism Lecture & coffee 1:30 p.m. Neatby-Timlin Theatre (Arts 241) – all are also invited to "The Long Road That Keeps Going: My Story": Conversation with Leisha Grebinski, host of Saskatoon Morning on CBC Radio One - 7:30 p.m. Convocation Hall (Peter MacKinnon Building).

The selection committees for the three new portfolio-based vice-dean positions are meeting over the course of this term. The call for applications and position profiles are available on the HR website.

College of Pharmacy and Nutrition

2014 George A. Burbidge Memorial Award
It is with great pleasure to announce that the 2014 George A. Burbidge Memorial Award for the Highest Standing in Canada on the Pharmacist Qualifying Examination Part I and Part II goes to **Meghan King** a 2015 BSP graduate from the University of Saskatchewan College of Pharmacy and Nutrition.

This is a very prestigious honour for one of our alumni and the University of Saskatchewan. The award is made available for annual presentation by the Canadian Pharmacists Association in memory of Dean G.A Burbidge, a pioneer in Canadian pharmaceutical education.

Medication Assessment Centre partners with SWITCH
Derek Jorgenson, MAC Director, appeared on Global Saskatoon Morning News health segment on Tuesday, January 20. He discussed MAC's partnership to provide services at SWITCH to improve medication outcomes in Saskatoon's core neighbourhoods. **Watch the clip.**

Parent Comfort Room
The new Parent Comfort Room in Thorvaldson was featured on CTV Saskatoon. Thanks to nutrition students Caitlin Kaczowka and Kara Friesen, along with Kayla Madder and Rita Hanoski for organizing this important initiative. The room is a breast feeding-friendly space and will be open 8:30 am to 12 pm, 1 to 4:30 pm. **Watch the clip.**

Chocolate Milk in Schools
A study gained attention from nearly twenty media outlets in January. CBC Saskatchewan also featured a panel of parents discussing the issue on their morning news radio show.
Read the Star Phoenix story.
View of full list of publications.

OFFICE OF THE VICE-PRESIDENT RESEARCH

The research highlights for the month of January are reported in the attachment by the office of the vice-president, research.

FUNDING SUCCESSES

Engineering Research Chair Announced

The College of Engineering announced the inaugural chairholder of the SaskPower Research Chair in Power Systems Engineering in December. **Tony Chung** (Electrical and Computer Engineering) was appointed to the position which includes $3.5 million to support the chair, laboratory improvements, scholarships, research, and curriculum development related to power systems engineering. For more information, visit: *http://goo.gl/0VZJLT*.

Researchers up to the Grand Challenge

Two University of Saskatchewan research teams have each been awarded $112,000 by **Grand Challenges Canada** to support their efforts in developing solutions to contaminated drinking water in the developing world.

- **Lee Wilson** and **Mohamed H. Mohamed** (Chemistry) have received $112,000 for their project *"Modular Biomaterial Technology for Water Security & Health in Developing Nations."*
- **Graham George** and **Ingrid Pickering** (Geological Sciences) have received $112,000 for their project *"Selenium Fortified Table Salt to Treat Arsenic Poisoning in Bangladesh."*
- For more information, visit *http://goo.gl/xD1QWW*.

IMII Awards Funding

The International Mining Innovation Institute (IMII) has awarded **Won Jae Chang** (Civil & Geological Engineering) $365,000 for his project *"Salinity Mitigation for Potash Mine Effluent."* Participating IMII members are Agrium, Mosaic and Potash Corporation, with the project expected to benefit all IMII members.

CFI Announces National Awards at U of S

Minister of State for Science and Technology Ed Holder delivered a national funding announcement on the U of S campus on January 20th. Four U of S researchers were among the successful applicants to the **Canada Foundation for Innovation**'s (CFI) John R. Evans Leaders Fund (JELF). For more information, visit: *http://goo.gl/ERiuPu*. The U of S projects were awarded a total of $844,000, including:

- **Catherine Niu** (Chemical & Biological Engineering) was awarded $67,092 for the project *"A biosorption system for separation of targeted species from gaseous mixtures."*
- **Jafar Soltan** (Chemical & Biological Engineering) was awarded $101,684 for the project *"Analytical Infrastructure for the Catalytic Ozonation Laboratory (COL)."*
- **Franco Vizeacoumar** (Oncology) and **Brian Eames** (Anatomy & Cell Biology) were awarded $503,729 for the project *"High throughput Molecular Imaging Platform."*
- **Lynn Weber** and **Jaswant Singh** (Veterinary Biomedical Sciences) were awarded $171,766 for the project *"High resolution ultrasound to improve detection of dietary influences on cardiovascular and reproductive health."*

Internal Funding Awarded

The U of S **President's SSHRC** fund provides financial support to assist researchers in preparing competitive SSHRC applications. During the December competition, 11 applications were submitted and eight applications were awarded up to $7,000 each for a total of $55,725 awarded.

Vaccine to Benefit Farmers in Africa

A newly funded project at VIDO-Intervac stands to benefit the approximately 24 million Africans whose livelihood has been affected by the cattle disease known as CBPP. **Andrew Potter** and **Volker Gerdts** were awarded more than $1.7M from the **Canadian International Food Security Research Fund** (CIFSRF) for the project "*Development of a Subunit Vaccine for Contagious Bovine Pleuropneumonia in Africa (Phase 2)*" with co-investigator Jose Perez-Casal. The funding is part of a partnership with the Kenya Agricultural and Livestock Research Organization. For more information on this project, visit: *http://goo.gl/5ZD04b*.

Support for Flax Research and Development

Helen Booker (Crop Development Centre) has received an additional $600,000 from **SeCan Association** to support the flax research and development program within the Crop Development Centre.

Support for U of S Space Weather Research

Kathryn McWilliams and **Jean-Pierre Maurice** (Physics and Engineering Physics) were awarded $461,680 for "*SuperDARN Canada: The Canadian Component of the Super Dual Auroral Radar Network, A Global Space Weather Collaboration.*" Funding comes from the **Canada Foundation for Innovation**'s Major Science Initiatives program and will support the operation and maintenance costs of the Canadian portion of the international SuperDARN. For more information, visit: *http://goo.gl/YELTIJ.*

CIHR Supports National Symposium

Joyce Wilson (Microbiology and Immunology) was awarded $10,000 from **CIHR**'s Planning and Dissemination Grant program to support the "*Fourth Canadian Symposium on Hepatitis C*" to be held on February 27th.

Response to the D'Eon/Solose motion from University Council, November 20, 2014:

1. **What was the origin of the previously projected $44.5M deficit?**

The multi-year operating budget framework (MYOBF) covers the period from 2012-2016 and allows the university to track the alignment of projected operating budget expenses with projected operating budget revenues over a four-year time period that is aligned with the integrated planning cycle. In this case, the MYOBF was approved as part of the third integrated plan (IP3) in early March 2012.

In the development of this framework, sensitivity analysis was conducted to ensure realistic assumptions informed the projections and that alternative scenarios were considered. Key macroeconomic and institutional factors (key budget drivers) were analyzed. Institutional information was provided through collaboration with various units on campus, including Financial Services, Facilities Management, Human Resources, Research and Advancement. A committee of experts, including the Conference Board of Canada, RBC Economics and SaskTrends Monitor provided external economic research. Consultation took place with the Finance sub-committee and the Planning and Priorities Committee of Council, Dean's Council, the Provost's Committee on Integrated Planning (PCIP), the PCIP Advisory Committee and our own faculty experts. The Board of Governors approved the MYOBF in March 2012. The MYOBF was also considered by Council on March 1, 2012 as a component of the Third Integrated Plan, which was unanimously approved by Council.

In early March 2012, a $10M gap between revenues and expenses by 2016 was projected within the MYOBF. Government funding announced in late March 2012 was lower than requested, and the revenues forecasted in the MYOBF, which had been based on higher government funding, needed to be recalculated.

The revised MYOBF (May 2012) showed that, if the university did nothing, a projected $44.5M gap between revenues and expenses would result by 2016.
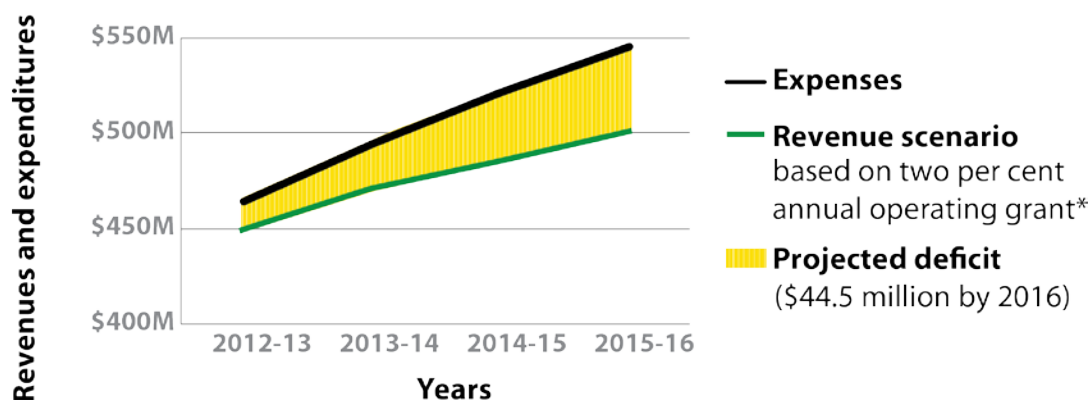
* Assuming all other financial variables remain at May 2012 projected levels
  (including investment income, other revenue, utilities expenses, salaries, etc.)

This $44.5M projection was based on the best available information at the time, and eliminating it became a target to work towards. A plan was created to reduce this projected deficit by 2016, recognizing that actions in a university setting can require a significant one-time investment and months, or even years, before resulting in ongoing financial savings.

While adjustments were underway, savings and reserves were increasing due to our fund allocation process. Funding from the central operating budget is allocated to colleges and units annually. Once this happens, the funds are spent at the discretion of the college/unit, and the funds allocation process is generally one way (i.e. surplus funds are not recovered centrally). There was one exception to this. In 2012, in consultation and co-ordination with colleges/units, $20M was returned to a central fund from the college/unit funds to use for transition funding. This funding was secured to assist with budget adjustment initiatives.

Current practice allows colleges/units to keep annual surpluses as reserves and savings, and to spend these at their discretion. When colleges were informed of the projected deficit back in 2012-13, many of them reduced spending and began building reserves and savings due to concerns about future budget reductions. Colleges and schools generally held off from filling vacancies, launching new programs, discretionary spending and spending on special projects.

As of April 30, 2014, the university's general reserves (central and distributed throughout colleges and units) totalled $98M, while general savings (central and distributed) totalled $211M for a total savings and reserves of $309M. Of this total $309M in savings and reserves, risk reserves are $62M (20 per cent), academic priority funds are $36M (12 per cent), accountable professional expense fund (APEF) and deans' and senior administrators' expenses (DSAE) are $9M (3 per cent) and specific projects are $202M (65 per cent).

There is a fund balance policy/guideline currently under development to ensure there are defined guidelines regarding reserve/savings funds and ongoing spending on university priorities moving forward.

2. **What is the present actual deficits and the future projected deficits?**

Actions taken to date have resulted in a $37M narrowing of the gap projected in 2012:
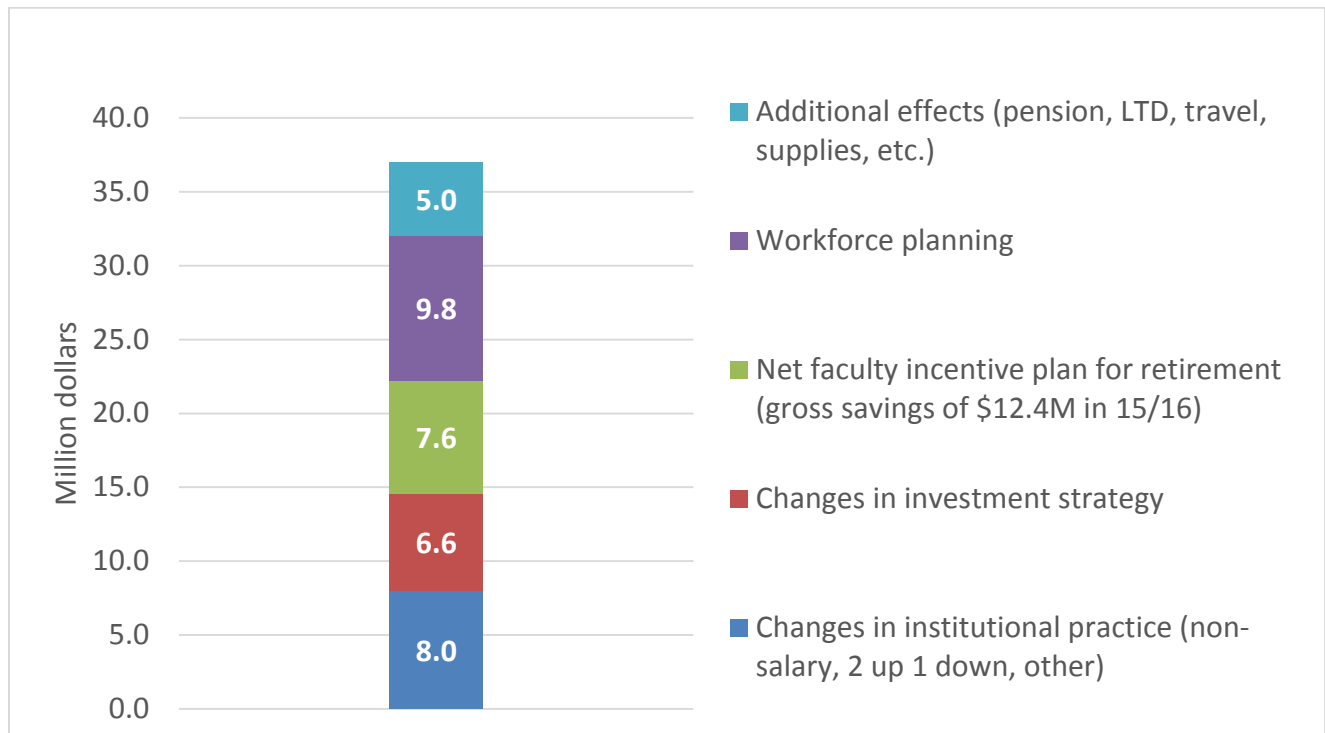
The university has not realized an actual deficit in past years. Although deficits were initially budgeted in the central operating budget for in 2009-10, 2012-13 and 2013-14, actions taken throughout each year ensured the budget was balanced before year-end.

In 2013-14, the approved central operating budget projected a $3.3M deficit. However, revenues from investment returns were significantly higher than expected. This, together with higher than budgeted workforce planning savings and reduced utility costs, eliminated the budgeted deficit by year-end and led to a $21.1M surplus. Allocations from the year-end surplus were made to existing institutional commitments (e.g. one-time payments for the faculty incentive plan for retirement). The central operating budget has budgeted deficits of $3.1M for 2014-15 and $7.1M for 2015-16. The university will continue to seek additional revenue sources and prudently manage spending and allocations to ensure these deficits are not realized. Looking ahead to the future, revenue is still projected to continue to grow at a slower pace than expenses.

Operating budget ($millions)

If the actions had not been taken expenses would have continued to rise at the same rate

Revenue

Expenses

... and the revenue growth rate would have fallen

Forecast

484
456
429
453.3
400
426.3
377
399.6
336
372.5
316
331.6
305
315.2
302.6
474.0

06/07 07/08 08/09 09/10 10/11 11/12 12/13 13/14 14/15 15/16

Actual total op budget revenue in $M — Projected revenue
Actual total op budget expenses - after y/e allocations — Projected expenses

It is important to note had the university not taken the actions described above, a significant deficit would have come to fruition. The above graph demonstrates how expenses and revenues would have grown had the actions, which resulted in a combined $37M shift in revenues and expenses, not occurred.

To summarize, the university has succeeded in lowering expenses since 2012-13 and allocates any year-end surplus funds for strategic allocations to existing commitments.

3. **How and why the $44.5M projected deficit was adjusted to reflect the actual and future projected deficits?**

The $44.5M became a target that was based on best estimates at the time (May 2012). Based on actions taken in 2012-13 and 2013-14, that gap has been reduced by about $37M. Progress against the target was reported as it was made (sample slides from June 2013 town hall presentation and June 2014 financial presentation to Council are included below) and these adjustments were incorporated into future budgets.

June 2013 town hall: what do projections tell us about the future?
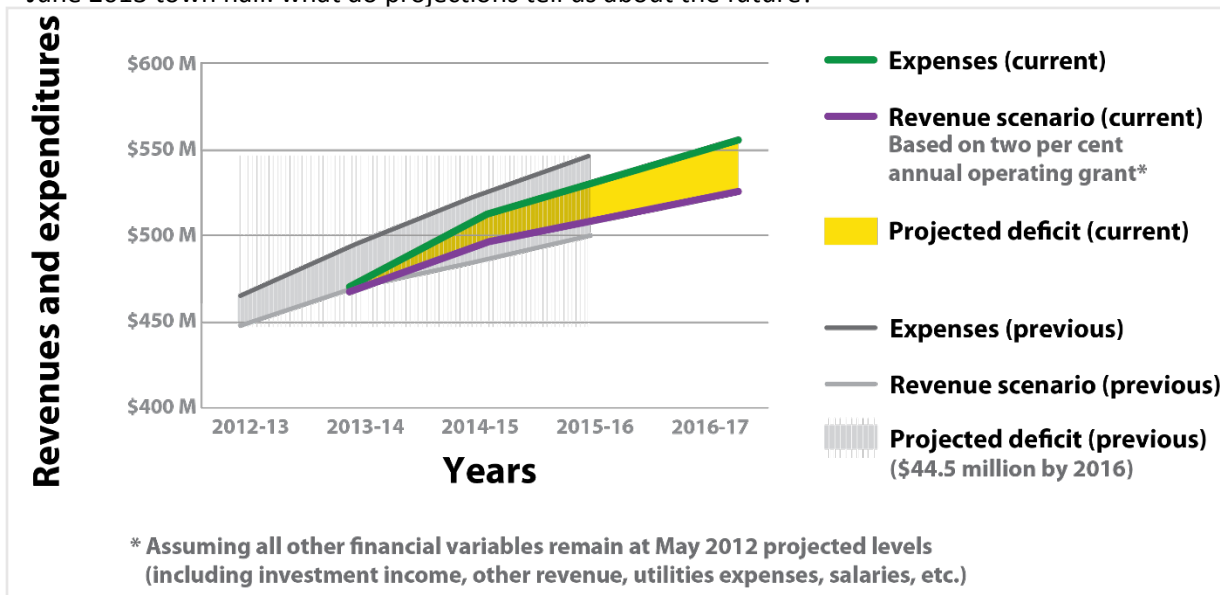
June 2014 University Council financial presentation: progress against $44.5M target (in 15-16 dollars)
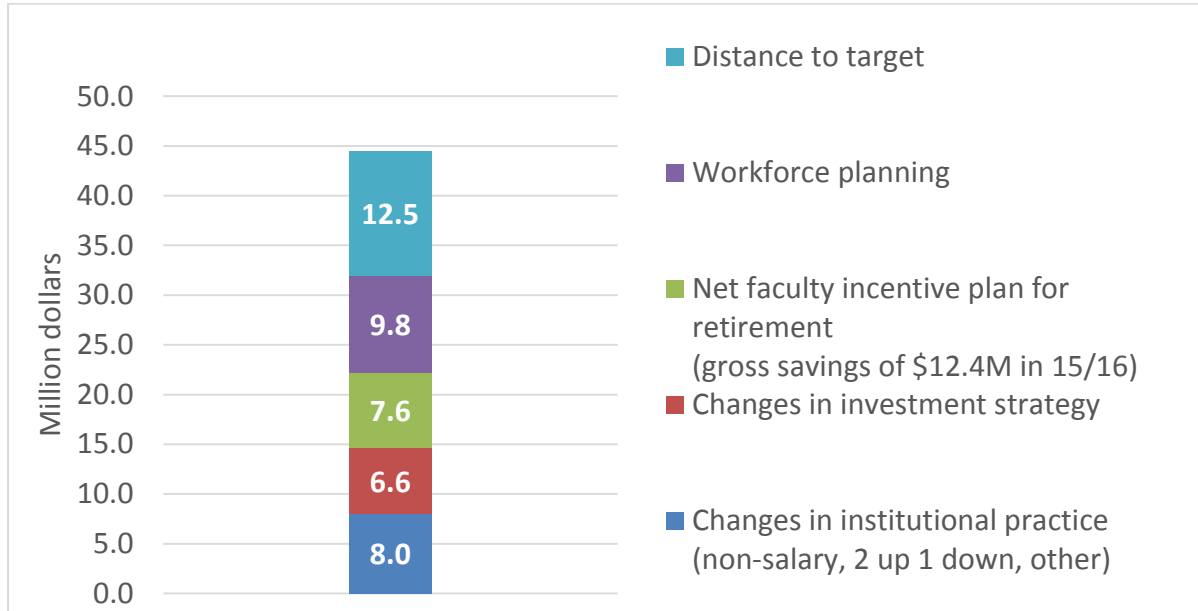
UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Roy Dobson, chair
                      Academic programs committee

DATE OF MEETING: February 26, 2015

SUBJECT: Transfer Credit and Articulation Policy

DECISION REQUESTED:

That Council approve the adoption of the Transfer and Articulation Policy, which will take effect immediately following approval.

PURPOSE:

The purpose of the policy is to establish key transfer credit and transfer articulation principles; define common terminology; outline roles and responsibilities; clarify authorities; and determine common procedures and guidelines for students, administration and faculty to accompany the policy and facilitate its implementation. With the new policy and procedures in place, the work of evaluating and assigning transfer credit centrally and within departments will become more consistent and streamlined. Similarly, articulating the university's policy on transfer credit and articulation will aid potential transfer students in understanding their options and requirements with respect to receiving academic credit for coursework completed elsewhere.

CONTEXT AND BACKGROUND:

The policy recognizes the global increase in cross-jurisdictional and inter-institutional student mobility and greater competition for post-secondary students and meets the expectations of governments, students, postsecondary partners, and other stakeholders to recognize prior learning, minimize repetitive learning, decrease time to complete credentials, and eliminate unnecessary costs. Efficiencies can be gained through effective, consistent and transparent transfer credit and credit transfer systems, allowing increased access to postsecondary education and the ability for learners at all stages of their lives and careers to move easily into, between, and out of postsecondary education.

CONSULTATION:

The policy has been developed with extensive consultation as follows:

- University Council as item for input (Jan. 2015) – no comments received

- Academic programs committee (Dec 2013, Exec April 2014, Nov 2014, Dec 2014)
- Associate deans academic (Dec 2011, Dec 2013, April 2014)
- The Advising Council group of academic advisors (May 2013)
- College of Graduate Studies and Research (April, Aug 2014, Nov 2014, Dec 2014)
- Direct and non-direct entry college coordinators and advisors (April & Aug 2014)
- International activities committee of Council (Dec 2014)
- Ministry of Advanced Education, Government of Saskatchewan (2013-14 ongoing)
- Policy oversight committee (Oct 2010, Sept 2014, Nov 2014)
- Postsecondary partners (U of R, Saskatchewan Polytechnic) (2013-14 ongoing)
- SESD Admissions and Transfer Credit Office (domestic and international) (April & Aug 2014)

SUMMARY:

This policy applies to all for-credit undergraduate and graduate courses completed at recognized postsecondary institutions considered for transfer credit toward U of S degree credit courses. Also within the scope of the policy is university-level coursework completed through standardized enhanced secondary systems, such as the International Baccaleaurate, Advanced Placement, and A-levels in British-based education systems.

This policy excludes non-formal and informal learning, which is assessed through the Prior Learning Assessment and Recognition process. The Prior Learning and Assessment Recognition (PLAR): Challenge for Credit Policy, approved by Academic Programs Committee of Council (April 2002), presents principles and a draft administrative process for the consideration of credit of knowledge and skills obtained through non-formal and informal learning. This document is flagged for review and revision or deletion immediately following approval of the Transfer Credit and Articulation policy.

The policy covers the development and approval of transfer credit and articulation agreements with other postsecondary institutions, which will make it much easier for colleges and schools to undertake new academic partnerships. The procedures will be aligned with the Standard Operating Procedures for Signing International Agreements (under development by the International Office), and will align with the university's Signing Authority Policy.

The policy includes an appendix of student mobility terminology (Appendix A) that brings the university's nomenclature in alignment with national terminology. Approval of the policy signifies approval of the terminology in Appendix A, which will then be incorporated within the university's Nomenclature Report.

FURTHER ACTION REQUIRED:

Related procedures are under development in consultation with colleges and departments and will be completed by June, 2015. The procedures will be collated in a single

procedures document appended to the policy and updated as required by Student Enrolment Services Division (SESD). SESD will also be conducting implementation meetings with each of the colleges following approval of the policy.

ATTACHMENTS:

1. Transfer Credit and Articulation Policy
2. Appendix A: Student Mobility Terminology
3. Outline of Transfer Credit and Articulation Procedures

DRAFT Articulation and Transfer Credit Policy

Category: TBD
Number: TBD
Responsibility: Director of Enrolment and Student Affairs
Approval: University Council
Date: TBD

Purpose:

The University of Saskatchewan (U of S) recognizes that globally there has been an increase in cross-jurisdictional and inter-institutional student mobility and greater competition for postsecondary students. There is an expectation from governments, institutions, students, employers, and other stakeholders to recognize prior learning and establish pathways that build upon past learning experiences, in order to minimize repetitive learning, decrease time to completion, and eliminate unnecessary costs.

The university supports *The Pan-Canadian Protocol on the Transferability of University Credits* (CMEC, 1995), the *Ministerial Statement on Credit Transfer in Canada* (CMEC, 2002), and the *Recognizing Prior Learning Provincial Policy Framework* (2009). As such, the University is committed to creating policy and procedures that support the mobility of students in their learning. The university recognizes the efficiencies that can be gained through effective and transparent transfer credit and credit transfer systems, facilitating increased access to postsecondary education and the ability for learners at all stages of their lives and careers to move easily into, between, and out of postsecondary education.

The purpose of this policy is to establish key articulation and transfer credit principles for the U of S, define terminology, outline roles and responsibilities, clarify authority, and determine common procedures and guidelines for students, administrators and faculty.

Principles:

When considering a course for transfer credit, institutions are faced with a number of decision points. The University of Saskatchewan has adopted the following best-practice principles to ensure that courses are assessed fairly and consistently.

Equivalence: A course submitted for transfer credit will not likely be identical to the corresponding course at the U of S.   When an assessment for specific credit is being considered, the degree to which the course or courses match in relevance, level, content and/or learning outcomes will be considered with the goal of reasonably ensuring that students will have the necessary knowledge to be successful in more advanced courses.

Lifelong Learning: The U of S supports, recognizes, and promotes the value of educational experiences students have had at other post-secondary institutions, and will seek to grant credit for these experiences wherever possible through approved formal articulation agreements and/or course-by-course transfer credit. The U of S will develop meaningful learning pathways for transfer students that facilitate lifelong learning.

Parity of Esteem: Faculty should consider courses from other recognized institutions as they would like to have their own courses considered.   Provisos and restrictions, such as specific grade requirements, should not be placed on transfer courses from recognized postsecondary institutions unless those same restrictions apply at the U of S, or there are clear and defensible reasons to do so.

Pedagogy: How a course is delivered is normally immaterial to its articulation. There is recognition that learning can happen in a wide variety of arrangements and conditions. However, there may be some occasions where it is appropriate to consider how a course is taught as it may be integral to content mastery and/or learning outcomes.

Quality: Transfer credit is granted only for formal coursework completed at recognized postsecondary institutions. A recognized postsecondary institution is a public or private institution that has been given authority to grant degrees, diplomas, and other credentials by a public or private Act of the provincial/territorial legislature or through a government quality assurance mechanism of accrediting agency.

Timeliness – Students, faculty and staff all play a role in the timely evaluation of transfer credit. Transfer credit will be assessed and communicated in a timely, consistent and clear manner to facilitate effective academic program planning and course registration.

Transparency: The U of S is committed to providing students, faculty, staff and departments with current and reliable information about transfer credit equivalencies, agreements, policies and procedures. Any individual who assigns or denies transfer credit on the assessment of a course should be prepared to explain the factors that led to the decision.

Definitions:

Transfer credit terminology is outlined in Appendix A. Definitions align, whenever possible, with national terminology and are part of the University Nomenclature Report.

Scope of this Policy:

This policy applies to all for-credit undergraduate and graduate courses completed at recognized postsecondary institutions that are being considered for transfer credit toward U of S degree credit courses. Also within the scope of the policy is university-level coursework completed through standardized enhanced secondary systems. This policy excludes non-formal and informal learning, which is assessed through the Prior Learning Assessment and Recognition process. See PLAR: Challenge for Credit Policy (APC, 2002).

Policy:

1.0 Transfer Credit

1.1   The U of S will grant transfer credit for successfully completed postsecondary-level courses from recognized institutions in accordance with the principles outlined in this policy document.
1.2   Undergraduate credit may be granted for standardized enhanced secondary level programming that is deemed to be postsecondary coursework.
1.3   Official proof of successful completion of the coursework is required.
1.4   Transfer Credit will not be unreasonably denied. Transfer credit assessment will involve determining the degree to which the course(s) matches in relevance, content and/or learning outcomes, and will reasonably ensure that students have the necessary knowledge to be successful in more advanced courses.

1.5 The U of S recognizes the fundamental principles of the Pan-Canadian Quality Assurance Framework for the Assessment of International Academic Credentials (CMEC, 2012), and will apply these principles in the assessment of educational documents from outside of Canada.

1.6 The content of multiple courses from another institution may be combined to meet the learning outcomes of a U of S course or course(s).

1.7 The authority for determining transfer credit lies with the academic department responsible for the course content area. The academic department may delegate authority to assess transfer credit to the College Deans' Office, College Admissions Office, and Central Admissions and Transfer Credit Office.

1.8 Whenever possible, transfer credit will be awarded for a specific U of S course. Where specific U of S credit is not possible, unspecified college, subject-area or elective credit may be granted.

1.9 Transfer credit may be granted for subject areas not offered at the U of S.

1.10 The College Dean's Office (or designate) has authority to grant unspecified college, subject-area or general elective credit.

1.11 Colleges have authority to determine how transfer credit is applied to program/degree requirements, and they may establish limits on the amount of transfer credit allowed within a degree program. Transfer credit shall not exceed 50% of total credits required for completion of a U of S credential.

1.12 Provisos and restrictions will not be placed on courses being considered for transfer, unless those same restrictions apply to U of S courses, or there are clear and defensible reasons to do so.

1.13 Transfer credit decisions will be made and communicated to students in a timely manner.

1.14 Transfer credit awarded will appear on the student's official U of S transcript.

1.15 Students who chose to repeat courses for which they have been granted transfer credit, are subject to the course repeat regulations within their college of enrolment.

1.16 Transfer credit decisions may be appealed.

2.0 Transfer Credit Agreements

2.1 Transfer Articulation Agreements are formal agreements which ultimately result in the awarding of transfer credit. They are considered legal contracts that outline the nature of the credit transfer and the roles and responsibilities of each organization for maintaining the terms agreed upon within the agreement.

2.2 Colleges have the authority to negotiate and develop transfer credit articulation agreements with recognized postsecondary institutions. Agreements may be initiated by the College or by the sending institution.

2.3 The U of S will only sign transfer articulation agreements with recognized/accredited institutions. If the College is seeking an exception to this policy, permission must be obtained from the Vice Provost, Teaching and Learning.

2.4 Transfer Articulation Agreements must follow due diligence procedures, including being vetted by the Admissions & Transfer Credit Office (for undergraduate), the College of Graduate Studies & Research (for graduate), and the College Dean's Office(s) prior to final signature, to ensure alignment with policy principles and practices. A due diligence form must be completed and adherence to the University's signing policy is required.

2.5 Signed Transfer Articulation Agreements must be sent to the Admissions & Transfer Credit Office for central filing and inclusion in transfer credit database.

Responsibilities (Undergraduate Transfer Credit):

Academic Departments or Units

1. It is the responsibility of the academic department or unit to review course(s) from sending institutions to determine equivalency to U of S course(s) within the department.

2. Academic departments or units are responsible for responding to requests for evaluation in a timely manner.

College Office:

1. It is the responsibility of the College to assist with facilitating the timely transfer credit reviews.
2. The College will foster a culture of transfer with its academic departments and ensure consistency of transfer practice within the College.
3. The College will determine how transfer credit that is awarded fits into a student's degree program.
4. The College will negotiate transfer credit agreements, and ensure appropriate due diligence and signing of new and revised agreements

SESD Admissions & Transfer Credit Office:

1. The Office will facilitate the review of courses from sending institutions by academic departments.
2. The Office will assess undergraduate transfer credit based on precedent and agreements, and ensure
3. The Office will maintain a list of transfer credit precedents.
4. The Office will maintain copies of all Transfer Articulation Agreements
5. The Office will be responsible for providing and maintaining information for students about transfer credit procedures, course equivalencies and transfer articulation agreements
6. The Office will participate in the vetting process for Transfer Articulation Agreements

Responsibilities (Graduate Transfer Credit):

Academic Units

1. The academic unit will review course(s) from sending institutions to determine recommended equivalency to U of S course(s) within the unit.
2. Academic units are responsible for responding to requests for transfer credit evaluation in a timely manner.

College of Graduate Studies and Research Office:

1. The College will facilitate the review of courses from sending institutions by academic units.
2. The College will negotiate transfer credit agreements, and ensure appropriate due diligence and signing of new and revised agreements.
3. The College will review and approve recommendations for graduate transfer credit based on precedent and agreements (e.g. SUGA, WDA, CUGTA).
4. The College will maintain a list of transfer credit precedents.
5. The College will maintain copies of all Transfer Articulation Agreements

SESD Admissions & Transfer Credit Office:

1. The Office will apply transfer credit to graduate student record when approved by both the Academic Unit and College of Graduate Studies.

Procedures and Appendices:

1. Appendix A: Student Mobility Terminology
2. Transfer Credit & Articulation Procedures Document

Contact:

Contact Person: Director of Enrolment and Student Affairs,

Phone: 306-966-6820

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Appendix A: University of Saskatchewan
Student Mobility Terminology

As a principle, the University of Saskatchewan will align, where possible, with national student mobility terminology to ensure a common language for discussion and activity related to transfer credit and transfer credit agreements. The primary source for definitions will be the Canadian Information Centre for International Credential (CICIC) English Terminology Guide for Academic Credential Assessment in Canada, and the Pan-Canadian Consortium on Admissions & Transfer (PCCAT)/Association of Registrar's of the Universities & Colleges of Canada (ARUCC) Transfer Credit Nomenclature project. This document incorporates and replaces the Student Mobility Terminology document approved by the academic programs committee of Council on May 23, 2012.

Transfer Credit Terminology

Articulation
Articulation is a process by which institutions assess learning acquired elsewhere in order that credit toward their own credential may be provided. Articulation is based on faculty decisions and established institutional principles, policies and procedures. It acknowledges the missions of different types of institutions and the quality and integrity of their programs. Transfer credit is the result of the articulation process.

Block Transfer
The process of granting of credit for a group of completed courses from one institution to another without requiring course-by-course assessments. The most common example would be granting a block of 30 to 60 transfer credits for a completed postsecondary diploma at a recognized institution. Block transfer credit assessments establish and recognize that diploma graduates possess the knowledge, skills and abilities necessary to succeed in upper year courses at the receiving institution.

Course-by-Course Transfer
The process of granting credit for a course (or courses) from one institution to another by completing a comparison of course content and learning outcomes for each individual course. Credit may be awarded for a specific U of S course (or courses), non-specific credit for a subject area, or an elective at the junior-level, senior-level, or unspecified-level.

Laddering
Seamless movement of a student between certificate, diploma and degree studies with no or limited loss of coursework.   Typically a student would complete two years in a diploma program and then move into a degree program, completing their studies in an additional two years.

Learning Outcomes
Represent the knowledge, skills, competencies, and abilities that a student has attained and is able to demonstrate as a result of successfully completing a particular set of educational experiences.

Learning Pathways
Different routes that individuals choose to progress into, within, and out of the postsecondary education system. Learning pathways are used to describe the recognized mobility options available to different learners.

Mobility
The ability for students to move freely from one jurisdiction to another and to gain entry into an academic institution, trade or profession without undue obstacles or hindrances.

Recognized Post-Secondary Institution
A public or private institution that has been given authority to grant degrees, diplomas, and other formal credentials by a public or private Act of the provincial/territorial legislature or through a government-mandated quality assurance mechanism or accrediting agency.

Transfer Credit (Credit Transfer)
Courses taken by a student at one post-secondary institution (the sending institution) that are transferred to another postsecondary institution (the receiving institution). Transfer credit is sometimes also called credit transfer or advanced standing. The U of S accepts, for transfer of credit, courses from recognized institutions in Canada and internationally. The purpose of transfer credit is to give students fair and reasonable credit for academic work, which has been undertaken at another institution, and to reduce the likelihood of a student repeating academic work for which the student has already demonstrated competence.

Transfer Credit Agreement (Articulation Agreement)
An agreement between two institutions that authorizes studies undertaken at one institution to be credited toward studies undertaken at another institution. Transfer credit agreements can be bilateral (with each institution agreeing to recognize the other's courses) or one-way. Transfer credit can be established on a course-by-course or block transfer credit basis.

2+2, 1+3, and 3+1 Agreements
A type of block transfer credit agreement between the U of S an another academic institution which allows a student to complete 1, 2 or 3 years at the sending institution and the balance of coursework at the U of S. This type of agreement goes beyond a basic transfer credit agreement because it specifies that the completion of specific courses, or completion of a specific credential, will fulfill the requirements of a particular program at the U of S. Students would receive their final credential from the U of S.

Program Terminology

Joint Degree Program
A student pursues a degree at both the University of Saskatchewan and another post-secondary institution, with the student receiving only one degree at the end of the program either from the University of Saskatchewan or from the partner institution. The University of Saskatchewan parchment, if awarded, and transcript reflect the joint nature of the program. The degree can be at the undergraduate or graduate level.

Joint Student Program
A student pursues a graduate degree from another university, with a portion of their research and/or course work being completed at the U of S. The student receives only one degree and it is from the partner university. This is also sometimes referred to as a Sandwich Program.

Dual Degree Program
A student pursues a degree both at the University of Saskatchewan and another post-secondary institution, with the student receiving two degrees at the end of the program, one from the University of Saskatchewan and one from the partner institution. The University of Saskatchewan parchment and transcript reflect the dual nature of the program. The degree can be at the undergraduate or graduate level. The student must complete the degree requirements of both institutions.

Cotutelle Program
A French legal term for a PhD program offered jointly by two higher education institutions: one in France and one elsewhere. The degree is jointly awarded and recognized by both institutions. It can be for dual degree programs or joint degree programs. Students are jointly supervised by faculty at each institution and they attend the universities alternately.

References

Canadian Information Centre for International Credentials (CICIC). English Terminology Guide for Academic Credential Assessment in Canada. http://terminologies.cicic.ca/app/

Council of Ministers of Education (CMEC) Working Group on Credit Transfer. In 2002, the CMEC Working Group on Credit Transfer was established to develop pan-Canadian strategies on credit transfer between colleges and universities among provinces and territories. Every year, each jurisdiction reports on progress in its credit transfer systems and articulation agreements within its post-secondary sectors. These reports are available on the CMEC website: www.cmec.ca/163/Programs-and-Initiatives/Postsecondary-Education/Credit-Transfer

Joint and Double Degree Programs in the Global Context
http://www.iie.org/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/Joint-Degree-Survey-Report-2011

Ministerial Statement on Credit Transfer in Canada. In 2002, the Council of Ministers of Education, Canada (CMEC) approved a strategy to improve credit transfer systems and promote mobility for students across Canada. As part of the strategy, CMEC endorsed and released a Ministerial Statement on Credit Transfer in Canada that sets out expectations for credit transfers to guide institutions, students, and governments.

Pan-Canadian Consortium on Admissions and Transfer (PCCAT). The Pan-Canadian Consortium on Admissions and Transfer (PCCAT) is a membership-based organization intended

to bring together stakeholder post-secondary institutions across Canada. PCCAT meets annually to bring together experts in the field of student mobility. Further information can be found on the PCCAT website: http://www.uwindsor.ca/pccat/

Pan-Canadian Protocol on the Transferability of University Credits. At their meeting from August 30 to September 1, 1994, provincial premiers endorsed the CMEC proposal to work with partners on an action plan to increase accessibility, equity, and mobility for postsecondary students, and agreed that CMEC should consider the feasibility of setting a target date for the recognition of postsecondary credits across Canada. In July 2009, the statement was updated and approved by ministers of post-secondary education in each Canadian jurisdiction. The statement lists six principles recognizing that credit transfer can occur between different types of post-secondary institutions, and that there is variation in credit transfer agreements between provinces and territories. Each Canadian jurisdiction has made progress in its credit transfer system. Those with the most well-developed transfer systems are the British Columbia Council on Admissions and Transfer (BCCAT), and the Alberta Consortium on Admissions and Transfer (ACAT).

Western Canadian Consortium on Admissions and Transfer (WestCAT). WestCAT is a voluntary consortium whose purpose is to encourage and facilitate inter-provincial access, mobility, and transfer of credits for students moving among the provinces of British Columbia, Alberta, Saskatchewan, and Manitoba. Its work is guided by the principles stated in the Council of Ministers of Education (CMEC) (2009) *Ministerial Statement on Credit Transfer in Canada* and is compatible with the mandate and role of the Pan-Canadian Consortium on Admissions and Transfer (PCCAT). Membership includes government, council, and/or institutional representatives as determined by each province.

Australian Qualifications Framework - AQFC Project to develop a Common Terminology for Credit Transfer and Articulation
http://www.csu.edu.au/acad_sec/academicsenate/docs/CSU_Submission_to_MCEETYA_Project.pdf

<u>**Transfer Credit & Articulation Procedures**</u>

The following is an outline of the information that will be included in the transfer credit and articulation procedures document. This document will be utilized by faculty and staff in the administration and awarding of transfer credit for graduate and undergraduate students. The majority of these procedures are already in place, but have not been captured in a comprehensive way. These procedures are being developed and vetted in consultation with Student & Enrolment Services (SESD), the College of Graduate Studies and Research Office (CGSR), college offices, academic units and other interested stakeholders.

1. **Undergraduate Transfer Credit**

   a. **Undergraduate Transfer Credit Process**

   This section will provide an overview of the undergraduate transfer credit process.

   b. **SESD Admissions & Transfer Credit Office Procedures for Assessing Undergraduate Transfer Credit**

   This section will outline administrative procedures for SESD Admissions & Transfer Credit staff. The document will include guidelines for assessing transfer credit when delegated authority has been granted, preparing information for academic departments to assess transfer credit equivalence, data entry of transfer credit awarded, and maintaining/reviewing transfer credit precedent.

   c. **Guidelines for Academic Departments Assessing Undergraduate Transfer Credit Equivalence**

   This section will provide academic departments with guidelines for making informed undergraduate transfer credit equivalence decisions. The document will outline what information they will receive from the SESD Admissions & Transfer Credit office (such as an official transcript, information about the institution, grading system, credit system, course syllabus or description). These guidelines are being developed in consultation with College offices and academic departments to ensure they meet the needs of faculty.

   d. **Transfer Credit Appeal Process**

   This section will outline the undergraduate transfer credit appeal process, and provide a copy of the form.

2. **Graduate Transfer Credit**

   a. **Graduate Transfer Credit Process**

   This section will provide an overview of the graduate transfer credit process.

   b. **Procedures for College of Graduate Studies & Research Office for Assessing Transfer Credit**

   This section will outline administrative procedures for the College of Graduate Studies and Research staff. It will include guidelines for approval of academic unit transfer credit

recommendations, data entry of transfer credit awarded and maintaining/reviewing transfer credit precedent.

c. Guidelines for Academic Units Assessing Graduate Transfer Credit

This section will provide academic departments with guidelines for making informed undergraduate transfer credit equivalence decisions. These guidelines are being developed by the College of Graduate Studies & Research in consultation with academic units to ensure they meet the needs of faculty and staff.

d. Graduate Transfer Credit Appeal Process

This section will outline graduate transfer credit appeal process.

3. Guidelines for Determining Recognized/Accredited Institutions

The policy states that transfer credit will only be awarded for course work successfully completed at recognized/accredited institutions. This document will provide guidelines for administrative staff and faculty to assist with determining whether an institution is recognized or accredited. These guidelines will be utilized at both the graduate and undergraduate level.

4. Best Practice for Establishing Transfer Articulation Agreements

This document will provide best practice guidelines for establishing transfer articulation agreements at the graduate and undergraduate level, describe the due diligence process, and provide sample templates for use by colleges.

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Roy Dobson, chair

DATE OF MEETING: February 26, 2015

SUBJECT: **Master of Arts in Applied Linguistics**

DECISION REQUESTED: *It is recommended:*

That Council approve the Master of Arts in Applied Linguistics, effective September 1, 2015.

PURPOSE:

The Master of Arts in Applied Linguistics offers students an opportunity to complete a thesis-based interdisciplinary, intercollegial degree program with a focus on advanced studies in language learning, language acquisition. and linguistic data analysis.

DISCUSSION SUMMARY:

Language-related research is growing in popularity and demand due to globalization. The degree program will be offered with the goal of advancing language-related research in languages where expertise resides in the department and to meet the increasing demand for specialists in languages and translation, within the province and elsewhere. The program consists of 15 cu of courses: 9 cu of required courses, 6 cu of electives, and a thesis.

COMMITTEE REVIEW:

The academic programs committee discussed the proposal with proponents, Dr. Veronika Makarova, head, Department of Linguistics and Religious Studies and Dr. David Parkinson, vice-dean, Humanities and Fine Arts, College of Arts and Science, at its meeting on January 7, 2015, and followed-up with questions regarding the timing of the offering of required courses. The proposal was revised to clarify the sequence of courses and on January 21, 2015, the committee recommend approval of the program. The committee supports the program as innovative and practical, building on student demand in this area and the department's successful offering of the program for a number of years as a special-case offering.

ATTACHMENTS:

1.   Proposal: Master of Arts in Applied Linguistics

New Graduate Program Proposal

Masters of Arts in

Applied Linguistics

Revised version,

19 January, 2015

Division of Humanities and Fine Arts

College of Arts and Science

University of Saskatchewan

MA in Applied Linguistics

Table of Contents

Executive Summary

We need to offer more compelling, engaging and challenging academic programs which are creatively designed, are grounded in interdisciplinary and broad global perspectives, are informed by the scholarship of discovery, are responsive to student needs and market demand, utilize new methodologies and approaches, provide future oriented professional education and address areas of societal need. (University of Saskatchewan, the Third Integrated Plan, http://www.usask.ca/plan/documents/Promise%20and%20Potential%20-%20Full%20Version.pdf)

Our proposed *MA in Applied Linguistics* is a new two-year interdisciplinary, intercollegial program with a focus on advanced studies in language learning, language acquisition and linguistic data analysis.

On the global scale, we see an increasing demand for: specialists in second, foreign and heritage languages and cultures; specialists in translation and interpreting, and language maintenance. In the competitive market, language teachers and language teacher trainers aspire to obtain postgraduate degrees in Applied Linguistics to enhance their qualifications. Following are some of the salient strengths of the proposed program, which address the priorities of the University of Saskatchewan outlined in the Integrated Plan:

1. "Pursue academically and student driven streamlining and innovations" IP 3, p. 15)

This program will contribute significantly to the fulfillment of the Third Integrated Plan. This program's design places an emphasis on the advancement of professional skills in Applied Linguistics, i.e., language-related research as well as practical applications in translation and language maintenance.

The research component in our proposed program will be academically vibrant and will also serve the needs of a diverse student population. Students in our program will be well positioned to pursue careers in colleges and universities, as well as in non-academic sectors and interdisciplinary areas in Canada and elsewhere. Coupled with attracting a diverse student population, this model will generate additional revenue.

The program aims to advance experiential learning and community connections via training for field-work in Saskatchewan in a Research Methods course, focusing on research addressing real-life language maintenance issues in Saskatchewan and invited lectures by community scholars held in Sociolinguistics courses.

2. "Strength comes through interdisciplinary and multidisciplinary efforts, with Partnerships that cut across disciplines" (IP 3, p. 5)

The MA is an example of innovative programming. While the core of the program is within the discipline of Applied Linguistics, it also builds inter-unit collaboration that brings together faculty with research expertise in a variety of areas, such as Applied Linguistics, Linguistics, Psychology, Computer Science, and Communication.

- Interdisciplinary advising sessions will be held in the first term. In order to facilitate the interdisciplinary component, Faculty from cognate disciplines (who agreed to collaborate with the program) will be invited to talk with students about the connections between Applied Linguistics and other areas as well as describe cognate graduate courses in their area relevant for Applied Linguistics.
- The program will benefit from Asian language courses offered in the new host Department (Religion and Culture currently being renamed as the Department of Linguistics and Religious Studies): Chinese, Hebrew, Sanskrit, and Japanese. These courses increase the areas of Applied Linguistics studies open to the students.
- The program will focus on the national and heritage languages of Canada within the expertise of current Linguistics Faculty (English, German, Russian, Ukrainian, Japanese, Chinese).

By creating these unique interdisciplinary experiences for students and faculty, the program will address the major priorities of the University identified in the Third Integrated Plan, namely to:

- " continue to identify, find or develop spaces and places for collaboration and incubation of ideas across disciplines and with a diversity of partners." (IP 3, p. 6)
- "become a major presence in graduate education." (IP 3, p.7)

3. "Enhance the University's research, scholarly and artistic profile" (Integrated Plan, Priority Areas, p. 4)

The proposed program answers the provincial, national and international demands for specialists in several key areas: language acquisition; language maintenance; language data collection, storage, and processing; translation and interpreting. The need for such specialists is particularly acute in Saskatchewan, a province with a rich multilingual and multicultural heritage. The program will also attract a significant number of students from abroad, since Applied Linguistic studies are highly popular in a variety of regions, such as China, Japan, the Middle East, Europe and the countries of the former Soviet Union. In these ways, the program will contribute to making the university " a major presence in graduate education" *(IP 3*, p. 4). Interaction of the issues related to the teaching and scientific study of languages in the local Saskatchewan and global contexts within the academic courses of the program and within the research of students and faculty will help the university to "*[cultivate] locally grounded aspects*

of culture, creativity and community that also speak to global issues and challenges" (Third Integrated Plan, p. 11).

The program will enhance the research capacity in the area of Applied Linguistics on campus by building research opportunities for faculty to engage in innovative research and train and employ graduate students as research assistants in faculty research.

The unique features of the program

The MA has a number of unique features that will allow it to become one of the leading programs in Canada:

- The creation of unique courses of high relevance to language-related professions will attract students;
- Insuring flexibility whereby learners can choose an elective to pursue their own individual interests;
- Interdisciplinarity (the inclusion of an elective course component in cognate disciplines);
- High experiential learning and community engagement components.

The program will be offered as follows:

The ***MA in Applied Linguistics*** is thesis-based (15 cu coursework plus thesis). It addresses the needs of the province in language specialists who will:

- describe and popularize English and French as they are spoken in the province;
- promote and research heritage languages and their development in Canada through data collection, speaker statistics, and sociolinguistic studies (the languages of expertise of the current Linguistics faculty – English, German, Russian, Ukrainian, Japanese – as well as the Asian languages taught in the new home Department of Religion and Culture: Hebrew, Chinese, Hindi and Sanskrit);
- advise the government on issues of language planning and policy, development, maintenance, learning, and culture by gathering and processing language data;
- pursue other applications of advanced studies of natural and artificial languages in society such as discourse analysis, sociolinguistics, lexicography, artificial intelligence, computer-based translation and language recognition.

Learning objectives

Discovery goals:

1) Acquire the intellectual capacity and learner independence required for continuing professional and academic development in the area of Applied Linguistics
2) Develop an ability to select techniques and methods adequate to the analysis of a given situation of language use in the modern society; develop the ability to address the complexity of the social background of language use.

Knowledge Goals:

3) Acquire a systematic body of knowledge of the area of applied linguistics sufficient for conducting independent studies of language structure and language functions in society;

4) Develop critical thinking skills required for the critical analysis and application of current linguistic and applied linguistic theories;
5) Acquire sufficient knowledge and practical skills in conducting independent research in the field;
6) Acquire interdisciplinary breadth of theoretical approaches and methodologies and the ability to link research directions with cognate disciplines.

Integrity goals:
7) Act responsibly, be aware of the fact that a language researcher represents the academic community in the community of language practice;
8) Follow appropriate procedures for ethical research and the demands of academic integrity;

Skills goals:
9) Develop academic communication ability (oral and written);

Citizenship goals:
10) Respect and treasure all languages and cultures of Canada.

The learning objectives above comply with the learning objectives specified by the CGSR for Master's degrees in the *Outline of Graduate Degrees* (CGSR Memo to Members of Graduate Council, April 24, 2013, p. 39).

The objectives will be achieved via
a) The planning and execution of an independent research project in the field of applied linguistics under the guidance of the supervisor;
b) Taking course work in the area to enhance theoretical knowledge and critical thinking;
c) Taking a research methodology course that trains the students to conduct research in the unique area of language-related research;
d) Having a restricted elective component in the program from cognate disciplines;
e) Participating in research colloquia and conferences; submitting academic papers to research venues.

The *MA in Applied Linguistics* reflects the focus of the program on issues pertaining to the analysis, description, acquisition and teaching of the national languages and of the heritage languages of the province. Students in the Linguistics program at the University of Saskatchewan currently have no access to graduate studies, which would allow them to pursue interests in language-related research. This area also covers innovative interdisciplinary connections in language analysis between the Humanities, and Social Sciences. It will allow the possibility of professional enhancement to specialists already working in communication, publishing, translation, and other linguistics and language-related areas.

Compliance with the CGSR requirements towards Master's degrees

The proposed program fully complies with the degree-level learning outcomes, entrance requirements and program structure specified by the CGSR for research-oriented thesis-based Master's degrees in the *Outline of Graduate Degrees* (CGSR Memo to Members of Graduate Council, April 24, 2013, p. 37-39):
--"Students admitted to a Master's program will have completed an undergraduate degree and will have demonstrated excellence in a particular field of study;
--students are prepared for advanced levels of research and scholarship within a related field of study;
--the degree should …be completed within two years;
--graduates will have learned about the value of and gained experience in conducting research, and they will be conversant in the current state of a given field of study;
--graduates will have the skills to engage in critical evaluation and research within the field".

The strategic location of the program
No other similar program is offered in Saskatchewan. This program answers the need of the province for researchers specializing in its languages. Interest in the diversity of languages and cultures is growing in Saskatchewan. This development is due, in part, to the growth of the number of people who speak heritage languages as their mother tongue, the internationalization of workplaces, and the accelerating integration of Saskatchewan into the global market. For example, according to Statistics Canada, 2006, Saskatchewan has 30 thousand people (3% of population) who speak German as their mother tongue, and 17 thousand speakers (2% each) of French and Ukrainian. The numbers have increased considerably for other languages (Tagalog, Urdu, Hungarian, French; Statistics Canada, 2011), thus increasing the diversity of languages spoken as mother tongues in Saskatchewan even more. These and other heritage languages of Saskatchewan will become another focus of the new postgraduate program.

The above program was developed based on our research study of MA in Applied Linguistics programs in over 20 universities in Canada and around the globe. Most surveyed programs in Canada and abroad are comprised of or include a thesis option with 1 or 2 years of study, and a course load requirement varying from 12 to 30cu.

Heritage languages are a part of the Linguistics program priorities (due to the specializations of the core Linguistics faculty in English, German, Japanese, and Russian). The expertise of the colleagues from the new host department also add Hebrew, Chinese and Hindi to the scope of 'working languages' in the program.

The timing of the program resubmission
The Linguistics program has moved to a new Department (Religion and Culture) in 2013. This move signified important changes that have improved the position of Linguistics in the Division and provided it with new resources and new connections with languages.
   1) New resources: with the move, the Linguistics program has acquired additional faculty resources (2 new positions).

2) New additional faculty resources: 1 faculty in Religion and Culture has agreed to collaborate on the program as a committee member due to his expertise in Asian languages and cultures.
3) Faculty support: the Department of Religion and Culture unanimously supported the MA in Applied Linguistics;
4) Administrative support: with the creation of Administrative Commons in HUMFA, we have additional secretarial and financial consultant resources towards the program delivery.
5) Increased enrolments in undergraduate Linguistics program: the number of Linguistics majors and students have gone up considerably (67 majors and over 500 students taught yearly).
6) Increased international demand: due to the restrictions on the number of 'Special Case' MA students, we reject about 10 applications a year. The Department is currently in pursuit of partnerships with Chinese and Russian universities that are highly interested in the MA in Applied Linguistics.

The program requires 15cu coursework plus the completion of an original research study culminating with a thesis. Of these 15 cu, 12 cu have to be in Applied Linguistics, and 3 cu are a restricted elective that can be taken from a list of available electives offered by cognate departments, or an additional 3 cu in Applied Linguistics. Students are free to select research topics to pursue their diverse interests in languages of Saskatchewan and in interdisciplinary interactions of language studies with computer science, psychology and other areas.

A research methodology course provides students with the knowledge of unique methodologies employed in Applied Linguistics for language research (field records and acoustic sound analysis, informant interviews, surveys, multilevel transcription of texts, and variationist sociolinguistic analysis (to ensure successful completion of learning objectives, goals 3 and 4, p. 4).

The addition of the elective component helps to achieve the Learning objective 4 (p. 4). The elective provides the students with an opportunity to link their research projects with cognate disciplines, since the most crucial discoveries in Applied Linguistics are made at the interdisciplinary junctions. The electives were chosen based on the possibilities of fruitful research connections in the areas of the philosophy of language, communication and psycholinguistics as well as the previous history of programmatic and administrative links with the Departments of Psychology, Philosophy and the Graham Center for the Studies of Communication. All the cognitive Departments and their individual members gave their consent to contribute (ref evidence of correspondence in the Appendix).

Based on the enrolments in similar programs in the country and on the number of applications submitted yearly to the *Special Case MA in Linguistics*, we expect the ***MA in Applied Linguistics*** program to attract in its first year approximately 4-5 students, in the second and third years, 7-10, and about 15 students (total count in the 2 years of the degree) within five years. The program will enhance the international reputation of the university and its research

profile. It will also help to increase the graduate student body and develop research in language studies. It will assist the Faculty in securing tri-Council and other external funding. Sufficient faculty resources are available, since 12 faculty members in areas other than Linguistics with expertise and interest in Applied Linguistics have agreed to serve on the student committees (ref the Appendix).

No additional resources are necessary in addition to those currently available. The current proposal requires 12 cu of graduate Linguistics courses offered yearly towards the program. Since 2010-11, the Linguistics program has already been offering 9 to 15cu graduate courses a year towards the MA in Linguistics (Special case) student programs of studies. Linguistics currently has 5 full-time positions, of which 3 are designated primarily towards the proposed MA in Applied Linguistics.

The program will be housed in and administered via the Department of Religion and Culture, College of Arts and Science, University of Saskatchewan. The department is currently undergoing a name change to "the Department of Linguistics and Religious Studies" (approved at the Department, Division, College, and University Council levels), which will highlight the role of Linguistics in the Department, in the College and in the University overall.

Proposal for Curriculum Change
University of Saskatchewan

to be approved by University Council or by Academic Programs Committee

1   PROPOSAL   IDENTIFICATION

Title of proposal: Master of Arts in Applied Linguistics

Degree(s):   M.A.   **Field(s) of Specialization:** Applied Linguistics

Level(s) of Concentration: graduate 800 level

Degree College: Arts & Science. Department of Religion and Culture (from May 1, 2015: Linguistics and Religious Studies).

 Home College: College of Graduate Studies and Research

Contact person(s) (name, telephone, fax, e-mail):
Veronika Makarova, Ph.D., Head, Department of Religion and Culture, Linguistics Program Chair, College of Arts and Science. Fax: 966-5782, e-mail: v.makarova@usask.ca

Date: December 1, 2014 (revised version)

Approved by the degree college and/or home college: 13 October, 2013; approved revised version: 15 October, 2014

Proposed date of implementation: 1 September 2015

2   Type of change

Requiring approval by Council
- X   <u>**A new Degree-Level program**</u> or template for program.
- ❑ A new Field of Specialization at the Major or Honours Level of Concentration or template for a major or honours program
- ❑ Conversion of an existing program from regular to special tuition program.
- ❑ A change in the requirements for admission to a program
- ❑ A change in quota for a college
- ❑ Program revisions that will use new resources
- ❑ A replacement program, including program deletion
- ❑ A program deletion (consult Program Termination Procedures, approved by Council in May 2001)

Requiring approval by Academic Programs Committee
- ❑ Addition of a higher Level of Concentration to an existing Field of Specialization.
- ❑ Addition of a new Field of Specialization at the Minor Level of Concentration.
- ❑ A change in program options
- ❑ A change in the name of a Degree-level Program or Field of Specialization.
- ❑ A change in the total number of credit units required for an approved degree program.

3 RATIONALE

Most major universities around the world and in Canada have Master's programs in Linguistics and/or Applied Linguistics.

Global demand
Interest in graduate degrees as well as in research in the areas of Linguistics and Applied Linguistics has been increasing around the globe due to the following major phenomena:
- ■ Increased inter-cultural contact created by the global economy that requires research into multiple languages as well as language contact;
- ■ The development of IT, artificial intelligence and man-machine dialogue systems that require research into natural and artificial languages and their perception;
- ■ Advances in neuroscience and medical imaging technologies that help us understand the ways language is produced and processed directly in human brain;
- ■ Increased numbers of language learners and language teachers, whereby the language teaching industry requires supporting research and graduate degrees allowing teachers to enhance their knowledge of Applied Linguistics.

On the global scale, we witness an increasing demand for specialists in second, foreign, heritage, and other languages and cultures, language teachers, specialists in translation and interpreting, language maintenance and language teacher training. Many universities in English-speaking countries have created MA and PhD programs in Applied Linguistics that are highly popular and attract international students from all over the world to pursue postgraduate education. A growing interest among language teachers in getting additional training in Applied Linguistics is especially significant among citizens of Eastern European countries, Korea, Japan, China and India.

National demand
In Canada, most universities including U15 are heavily investing in linguistic research and graduate programs based on the general trends above as well as on the specifics of the socio-cultural landscape of Canada where due to multiculturalism policies, immigration and refugee programs, the need for cross-linguistic and sociolinguistic research is particularly acute.
   Notable in the recent advance of research collaboration between applied linguists, social scientists and scientists are institutions such as the Centre for Research on Language, Mind and Brain (McGill University and Montreal Neurological Institute) and the Centre for Comparative Psycholinguistics (University of Alberta).

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While Canada is a desirable location for Applied Linguistics, only about 5 MA programs in the country focus on this area. The programs that exist in Canada (e.g., York University, University of Alberta, etc.) demonstrate great popularity and academic success and are expanding.

Local demand
Saskatchewan
Saskatchewan is a multilingual province with a growing immigration program and a growing number of immigrants. Language acquisition (learning of the national languages of Canada) and maintenance of heritage languages (the ancestral languages of immigrant and other minorities) are contributing factors to the successful integration of immigrants into the work force. The proposed MA satisfies the needs in the province for specialists investigating languages from an Applied Linguistics perspective. Applied linguists develop methodologies for the teaching of mother-tongue, foreign and second languages; they provide language documentation for minority and endangered languages, and assist communities in preservation and maintenance of the national and heritage languages of Canada.

University of Saskatchewan
    a) Contribution to interdisciplinarity, graduate programming and IP3 goals
This program opens beyond the framework of disciplinarity to provide the students with an opportunity to explore cognate areas, such as Philosophy, Psychology, Communication and Computer Science. By creating these unique interdisciplinary connections in graduate students' experience and research by students and faculty, the program addresses the major priorities of the University identified in the Second Integrated Plan: "improve the student experience; enhance the university's profile of research, scholarly and artistic work; and work together across boundaries" (www.usask.ca.ip).

The proposed *MA in Applied Linguistics* addresses the theme of the Integrated Plan of the College of Arts and Science "Enhance the Student Experience in a Student-Centered Environment" (p 33). Students in the program will be provided with postgraduate academic and professional training to advance qualifications and careers of specialists in a wide area of language data analysis. The program will lead its graduates to careers in education, non-academic sectors, and interdisciplinary areas in the workplaces of Canada and abroad.

The University of Saskatchewan is well positioned geographically in the center of Central Canada. It can draw on its long tradition of teaching languages, Linguistics, Applied Linguistics, and other relevant disciplines at the undergraduate and postgraduate levels. The suggested MA combines faculty expertise in these and other fields to create a unique program which provides quality tuition, in tandem with the flexibility for students to pursue their individual research interests. Overall, this program features the truly interdisciplinary nature of linguistics as an area bridging science, humanities and social science in the exploration of language and its acquisition and use by humans.

    b) Internal demand in the booming undergraduate Linguistics program

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The undergraduate Linguistics program has increased exponentially in the last decade from 15 to about 70 majors. Undergraduate Linguistics program graduates currently have no venue to pursue their graduate studies in Saskatchewan and have to leave the province. The creation of the proposed MA will help to retain some undergraduate Linguistics program graduates in the province.

The program aims at graduating specialists who will:

• Provide training in Applied Linguistics to language teachers for national and heritage languages of Canada;
• describe and popularize the languages of the province;
• investigate special language needs of the immigrant and ethnic minority populations;
• advise the government on the issues of language planning and development on the federal and provincial level;
• pursue applications of advanced studies of natural and artificial languages in society;
• pursue careers in translation, interpretation, lexicography, speech therapy, language recognition and computer science.

The program answers the provincial, national and international demands for specialists in several key areas: language data collection, storage, documentation, maintenance, processing and computation.

By creating an *MA in Applied Linguistics*, the University of Saskatchewan would be able to support advanced research in the areas of Linguistics and Applied Linguistics that are in high demand globally, nationally and locally. In sum, the program will
■ enhance the research profile of the university and the Department in an area with high research outcomes;
■ attract international, national and provincial students;
■ provide a graduate continuation to the undergraduate Linguistics program and thereby help to retain some of the 4yr BA/BAHON in Linguistics graduates in the province;
■ serve the needs of the multilingual and multicultural population of Saskatchewan.

The program will be housed in the Department of Linguistics and Religious Studies, the College of Arts and Science, since the faculty involved in the delivery of the core and elective courses in the program are in this Department, and the Department has sufficient resources for the course offering. The development of Linguistics/Applied Linguistics has been included in the Integrated Plan of the Division of Humanities and Fine Arts and of the College of Arts and Science.

4   DESCRIPTION OF PROGRAM CHARACTERISTICS

4.1. Program composition

The program structure was designed after a comparative study of MAs in Applied Linguistics

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programs in Canada, the USA, and elsewhere (Australia, UK, Europe). Our program is modeled after similar two-year programs.

The unique features of the program
The MA has a number of unique features that will allow it to become one of the leading programs in Canada:
1) The creation of unique courses of high relevance to language-related professions will attract students;
2) Insuring flexibility whereby learners can include into their program an elective allowing them to pursue their own individual interests;
3) Interdisciplinarity (the inclusion of a restricted elective course component from cognate disciplines)
10) Inclusion of an experiential learning and community engagement component (Ling 804.3 Research Methods and Ling 811.3 Advanced Sociolinguistics).

MA in Applied Linguistics (thesis-based).
This program is recommended for any students willing to pursue a graduate program of studies and research in Applied Linguistics. It targets students who are interested in a vast area of language and linguistics research and in interdisciplinary interactions of language studies with computer science, psychology, communication, or other areas. This program is to be completed within two years of study.

Requirements:
15cu as listed below. In addition, the students are also required to take GSR 960.0, 961.0, Ling 990.0, and Ling 994.0, as well as submit an MA thesis.

Students are advised that in cases when their proposed research involves human participants, they are required to submit an Ethics application and receive the approval of the Research Ethics Board (BEH) prior to conducting the study.

The requirements comply with the structure specified by the CGSR for research-oriented thesis-based Master's degrees in the ***Outline of Graduate Degrees*** (CGSR Memo to Members of Graduate Council, April 24, 2013, p. 37-39)

Required courses:
1. LING 811.3   Advanced Sociolinguistics. Theory and Methods
2. LING 806.3   Syntax and Morphology for Applied Linguists
3. LING 803.3   Advanced Discourse Analysis
4. LING 804.3   Research Methods for Applied Linguists

5. GSR 960.0, GSR 961.0 (Ethics)
6. Ling 990.0 Seminar; Ling 994.0 Research

One restricted elective selected from either two additional Ling courses or cognate areas as follows:

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1. LING 808.3   Language and Culture
2. LING 810.3   Language and Gender
3. LING 898.3   Special Topics Special Topics courses could be offered if there are additional faculty resources and students requiring studies in another area of Applied Linguistics

PSYCHOLOGY

Psy 802.3 Foundations of Research in Culture and Human Development
Psy 803.3 Culture and Human Development
Psy 809.3 Qualitative Research
Psy 836.3 Advanced Seminar on Motivation
Psy 837.3 Advanced Seminar in Human Memory
Psy 838.3 Advanced Seminar in Language Processing
Psy 839.3 Thinking and Reasoning

Note: Psychology students have priority for enrolling in the above courses; for registration in the Psychology courses listed above, students in the *MA in Applied Linguistics* program have to obtain permission from the instructor of the course.

PHILOSOPHY

Phil 817.3 Topics in Contemporary Analytic Philosophy (in cases when philosophy of language and logic are included)
Phil 842.3 Topics in Philosophical Logic
Phil 846.3 Seminar in Philosophy of Language
Phil 819.3 Wittgenstein

COMMUNICATION (GRAHAM CENTER)

RCM 400 Rhetoric: Theory and Practice of Persuasion
RCM 401 Oral Rhetoric/Public Speaking
RCM 402 Interpersonal Communication
RCM 404 Leadership as Communication
RCM 408 Rhetorical Composition

Tentative yearly schedule of course offerings towards the degree (at the program's full capacity)

Term 1	Term 2
LING 804.3 Research Methods (required)	**LING 806.3 Syntax& Morph.** (required)
LING 811.3 Adv. Socioling. (required)	**LING 803.3 Adv. Discourse Analysis** (required)
	LING 808.3 Language & Culture (elective**) or**
	LING 810.3 Language & Gender (elective)

Note: In both terms, students can also take 3cu elective from cognate programs.

4.2. Calendar Entry

MA in Applied Linguistics (thesis). This is a thesis-based two-year program with a 15cu course component and a thesis. It targets students who are interested in a vast area of interdisciplinary language and linguistics research. It is designed to train specialists in language data collection and analysis.

Entry requirements:
A four-year BA (or its equivalent); the minimum of 9 cu of Linguistics or Applied Linguistics courses at the undergraduate level. All admission requirements by the College of Graduate Studies and Research apply.

4.3 Interdisciplinary features of the program

Interdisciplinary components:

a)   Program delivery and program courses: elective component is offered with participation by the following units: Departments of Philosophy, Psychology, Ron and Jane Graham Center for the Study of Communication which constitutes an example of innovative 'inter-unit collaboration';
b)   Student supervision and graduate committees by faculty comes from the above units in the College of Arts and Science.

Furthermore, the basis of this interdisciplinary collaboration has been exemplified to the Committee in the letters of support and correspondence with other Departments and units submitted in attachment to this MA proposal.

5   RESOURCES

There are no additional resources required for the program delivery. The program currently has five full-time positions in Linguistics. These resources are fully sufficient to offer the required 12 cu graduate Linguistics courses per year. Two new positions were recently added to support the undergraduate program, which leaves three faculty in Linguistics to focus on graduate courses teaching. These investments of the College in Linguistics were a necessary financial instrument to respond to the increased demand in Linguistics enrolments at both undergraduate and graduate levels (in the Special Case MA Linguistics). The growth of the demand in Linguistics was further confirmed during evaluations of the TansformUS exercise.

No additional resources are required for developing new graduate courses either, as all the

proposed courses in the program have already been developed and piloted within individual Special Case Linguistics MA students' programs of study. They are being regularized within the new MA. The number of courses in the new MA program (12 cu Ling courses required plus 3cu elective from cognate disciplines or an additional Ling course) does not exceed the number of courses already taught by Linguistics faculty per year. In 2012-13, Linguistics faculty offered 4 graduate 898.3 courses (12 cu); in 2013-14 – 4 graduate courses (12 cu), in 2014-15 – 6 graduate courses (18cu) (towards Special Case MA Linguistics).

In addition to the required 12 cu of graduate Linguistics/Applied Linguistics courses, the 3 cu of electives requirement comes from the offerings by four more different units in the University of Saskatchewan. Twelve faculty from six departments / units in the University of Saskatchewan and University of Regina / FNU have confirmed their interest in being involved in the graduate student committees and student supervision (ref evidence of correspondence).

The proposed program will not introduce additional information technology, physical, or library resource requirements. The current faculty complement is sufficient for the program delivery.

In addition to Linguistics faculty, the following faculty from different units have agreed to participate in graduate student committees in the program:

1. Yin Liu (English Dpt) – digital text analysis, English language structures
2. Richard Harris (English Dpt) – applied linguistics
3. Jan van Ejk (Department of Indigenous Languages, First Nations University) – Aboriginal languages
4. Natalia Khanenko-Friesen (St. Thomas Moore) – narratives
5. Christopher Dutchyn (Comp Sc) – computer science (research relates to the area of computational linguistics)
6. Ian McQuillan (Comp Sc) -- computer science (research relates to the area of computational linguistics)
7. Gord McCalla (Comp Sc) – computer science (research relates to the area of computational linguistics)
8. John Moffatt (Graham Center, Engineering) – communication studies, spoken and written discourse
9. Jeanie Wills (Graham Center, Engineering) -- communication studies, spoken and written discourse
10. Sarah Hoffman (Philosophy) – logic, semantics
11. Sandy Ervin (Anthropology and Archeology) – culture (language/culture interactions)
12. George Keyworth (Religion and Culture) – Japanese, Chinese languages and cultures

6   RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

The Special Case Linguistics MA has been functioning for the past 3 years. Two students have already successfully graduated; two more students are expected to graduate in 2014-15. The

number of students in the program is currently four (maximum capacity allowed for Special Case MAs). There is a very high demand in the area among graduate applicants, but due to the limitations of the Special Case program, we cannot accommodate all eligible candidates, and we currently reject about 10 applicants per year. The MA in Applied Linguistics will allow us to accommodate more candidates and enhance the graduate and research profiles of the Department.

The implementation of the program will have a positive impact on the enrolments in the Linguistics undergraduate programs, since students enrolled in these programs cannot currently continue their education at the University of Saskatchewan at the postgraduate level. The program will foster interdisciplinary collaborations between participating units.

The increase in the graduate student population in the Department will assist the Faculty in securing Tri-Council and other external funding.

The NOI was submitted to the PPCC in September 2009 and the full proposal was requested in a Memo from October 15, 2009. A new NOI was submitted to PPCC in January 2014. PPCC considered and approved the NOI in June 2014.

The resubmitted full proposal was approved by the Vice-Dean David Parkinson on October 15, 2014.

The program proposal was submitted for a consultation to the CGSR. A consultation with Dr. Trever Crowe, Associate Dean, and Ms. Gwen Lancaster, programs officer, the College of Graduate Studies & Research, was conducted on Sept 9, 2010. A subsequent meeting was conducted with Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research, on October 26, 2010. Additional correspondence was maintained with the CGSR between January and September 2014.

Additional consultations in regards of program structure and management were held between Vice-Dean HUMFA David Parkinson and the Head of the Religion and Culture Department Veronika Makarova on September 17, 2013. A few subsequent meetings were conducted, including one on December 1, 2014.

The program resubmission was discussed and unanimously approved by the Department of Religion and Culture on September 26, 2013. The program resubmission was discussed and unanimously approved at the Linguistics Committee meeting on October 3, 2013.

7 BUDGET

There are no budget implications. A budget consultation was conducted with David Parkinson, Vice-Dean, HUMFA, and Barb Gillis, Director of Finance and Administration of the College of Arts and Science, on October 22, 2013.

ACKNOWLEDGEMENTS

College Statement (attached)

Related Documentation (attached)

Consultation Forms (New course proposals attached)

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Alignment with the College Integrated Plan

Excerpts from the College Plan and Planning Parameters

The proposed MA addresses focus areas included in the 3rd Integrated Plan of the College of Arts and Science.

The College "must attract, and meet the needs of, a changing student population." (p. 11)

The program will lead its graduates to careers in education, non-academic sectors and interdisciplinary areas in the workplaces of Canada and abroad. The program will increase the number of graduate students in the College and will help to improve the graduate/undergraduate student ratio. The opening of a major postgraduate program will have a positive impact on student retention rates in the undergraduate Linguistics and Modern Languages programs.

The suggested MA will contribute to the national profile of the University of Saskatchewan.

"**Internationalizing the learning and research environment:" (p. 14)**

The proposed *MA in Applied Linguistics* offers opportunities of academic growth and career choices to specialists in a wide area of language data analysis.

Teaching the analysis of language data also addresses the local and global need for language documentation, especially in the area of minority and heritage languages. Therefore, the proposed MA in Applied Linguistics ties in directly with two of the focus areas of the University's Third integrated plan:

- Culture and Community
- Interdisciplinarity

Interdisciplinarity

> "While maintaining our important core programming offerings, we can engage the distinct and separated disciplinary programming and research activities currently in the College so as to create, in strategic circumstances, broadly interdisciplinary program and course options. Capitalizing on the College's capacity for interdisciplinary activity, while continuing to emphasize essential core programming, this principle will increase the College's attractiveness to prospective students, and promote the academic ambitions of many current and future faculty." (p. 14)

The *MA in Applied Linguistics* program is an example of innovative interdisciplinary programming bringing together different units and colleges.

The proposed MA provides a unique interdisciplinary environment for research in the areas of language studies and language teaching. The program has flexibility which allows students to pursue their research interests.

The Department of Religion & Culture currently only has a Special Case MA in Linguistics with the enrolment limited to 4 students. There are about 10 applications a year to the program which have to be rejected due to enrolment limitations. The creation of an *MA in Applied Linguistics* will help to resolve this situation. First, it will satisfy the extant demand in graduate studies. Secondly, it will enhance the profile of the Department and the College as a whole.

Alumni and Revenues

> "[The College's] profile with alumni must be increased, and the many successes of the College and its alumni must be communicated and celebrated within and beyond the university." (p. 20)

The program alumni from overseas will become 'ambassadors' for the University of Saskatchewan and the province when they return to their countries upon the completion of their course of studies. The program will enhance the university profile nation-wide as a centre for Applied Linguistics.

In summary, the *MA in Applied Linguistics* is inextricably intertwined with the priorities of the College of Arts and Science with respect to recruitment, academic promotion and national and international recognition.

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-----Original Message-----
From: Parkinson, David
Sent: Tuesday, October 14, 2014 5:43 PM
To: Makarova, Veronika
Subject: Re: please have a look

Dear Veronika,
Thank you for sending me the revised resubmission (October 2014) of your proposal to CGSR for an MA program in Applied Linguistics. This revised document meets with my approval.
With good wishes,
David

David Parkinson
Vice-Dean of Humanities and Fine Arts

On Oct 14, 2014, at 5:10 PM, Makarova, Veronika <v.makarova@usask.ca> wrote:

> <4th submission MA Applied Lingustics Oct 2014.doc>

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UNIVERSITY OF
SASKATCHEWAN

‣ College of Arts and Science
9 Campus Drive   Saskatoon SK   S7N 5A5   Canada
Telephone: (306) 966-4232   Facsimile: (306) 966-8839

13 October 2013

Professor Veronika Makarova
Head, Department of Religion and Culture

Dear Professor Makarova:

It is with intensified hope and confidence that I welcome your proposal for an MA in Applied Linguistics. Promising as was the version previously developed for consideration, its newly revised form and the brightened circumstances in which it has been prepared reveal that much has changed for the better. Student interest in Linguistics at both the undergraduate and graduate levels remains very strong and continues to grow. Support for your proposal from neighbouring programs in Philosophy, Psychology, and the Graham Centre has also been confirmed and strengthened. The College of Arts and Science has increased the term and permanent faculty resources for Linguistics. In the faculty complement plan for the Division of Humanities and Fine Arts, a new faculty position in Linguistics has high priority.

While demand for graduate programs in Linguistics shows every sign of continuing to grow nationally, the time is right for your revised proposal to come before the College of Graduate Studies and Research. I look forward to supporting you in working with CGSR toward the acceptance of your proposal. In my letter accompanying your previous submission, I applauded the resourcefulness and energy with which you have kept this MA in view. Now, recalling the divisional emphases on scholarly productivity, intensivity and interdisciplinarity insofar as they attract and sustain excellent students, I can only add that you have significantly deepened the strategic thinking of your new proposal.

I am confident that, as you have proposed it, an MA in Applied Linguistics will contribute to the overall success of graduate studies at the University of Saskatchewan. I look forward to having the opportunity to discuss your proposal with the committees responsible for reviewing it.

With good wishes,

David J. Parkinson
Vice-Dean of Humanities and Fine Arts

cc: Adam Baxter-Jones, acting Dean, College of Graduate Studies and Research
      Barb Gillis, Director of Finance and Administration, College of Arts and Science
      Peter Stoicheff, Dean of Arts and Science

Linguistics Master's level programs in Canadian universities

University	Program	Program requirements	Admission requirements
Alberta	MSc Ling	21 cu coursework plus thesis (thesis-based) 27 cu plus project (coursework)	15cu Linguistics
BC	MA Ling (thesis)	18cu coursework plus 6cu thesis	substantive coursework in the areas of linguistics that form the theoretical core of our program: syntax, phonology, phonetics, and semantics (about 18cu min)
Calgary	MA Linguistics	12 cu Ling, thesis research presentation	A four-year undergraduate degree with a Grade Point Average of at least 3.0 or equivalent. Significant undergraduate training in linguistics, normally including at least one course in syntax and one course in phonology.
Carleton	MA Applied Linguistics	15 cu plus thesis	a B.A.(Honours) degree in a discipline involving the analysis of language or the study of language use or learning; or a 3 year B.A. in a relevant discipline
Manitoba	MA Linguistics	18 to 24 cu plus research paper	a four-year degree (Bachelors or equivalent) in a relevant area, adequate background in Linguistics
McGill	MA Linguistics (coursework)	15 cu grad Ling courses plus research project	a B.A. with a specialization in linguistics
Memorial	MA Linguistics (thesis)	15 cu grad Ling courses plus thesis	BA major in Linguistics (or equivalent); (a minimum B+ average in the Linguistics courses)
Ottawa	MA Linguistics	18 cu (3 required and 3 electives courses) plus thesis	A B.A. with honours in Linguistics (or the equivalent)
Simon Fraser	MA Linguistics	24 cu plus thesis	an adequate background in linguistics (an introductory course in linguistics, courses in phonetics, phonology, syntax, morphology and semantics). Students having little or no academic preparation in linguistics will not be admitted.
York	MA Linguistics	12 cu + thesis (thesis option) 18 cu + major research paper (credit work plus major research paper) or 24 cu (all course work option)	BA degree (four-year degree) in linguistics or equivalent with a minimum of a B+ grade point average in the last two years of study
York	MA Applied Linguistics	12 cu + thesis (thesis option) 18 cu + major research paper (credit work plus major research paper) or 24 cu (all course work option)	BA degree (four-year degree) with a minimum of a B+ grade point average in the last two years of study in an appropriate field.

Appendix

List of Departments that agreed to participate in the MA elective components

1. Psychology
2. Philosophy
3. Graham Center
(ref evidence of correspondence below)

List of individuals who agreed to contribute to the program as committee members, co-supervisors, etc.

1. Yin Liu (English)
2. Richard Harris (English)
3. Ven Eijk (U Regina, Department of Indigenous languages, Arts&Culture)
4. Natalia Kanenko-Friesen (St. Thomas More College)
5. Christopher Dutchyn (Computer Science)
6. Ian McQuillan (Computer Science)
7. Gord McCalla (Computer Science)
8. John Moffatt (Graham Center)
9. Jeanie Wills (Graham Center)
10. Sarah Hoffman (Philosophy)
11. Alexander Ervin (Anthropology)
12. George Keyworth (Religion and Culture)
(ref evidence of correspondence below)

List of other departments contacted with no positive response

1. English
(ref evidence of correspondence below)

1) Psychology Dept.

Dear Dr. Wood,

Although I am new to the position of Graduate Chair, your proposal is in keeping with our policy for admittance of non-majors to our Psychology graduate courses. Typically, students are advised to contact the Instructor of the particular course, and then, once the Instructor gives permission (usually on the basis of a quick e-mail from the student expressing interest in the course), our Graduate Programs Officer will assist with registration. At present, our Graduate Programs Officer is Shauna Quintin (shauna.quintin@usask.ca).

Should you need anything else in this regard, simply contact me.

Thank-you for your interest in our graduate courses, and best wishes for your new program,

Melanie

Dr. Melanie A. Morrison
Associate Professor, Graduate Programs Chair
Vice-Chair, University Faculty's Committee on Women's Issues
Department of Psychology, Room 68, University of Saskatchewan
Saskatoon, SK, S7N 5A5
CANADA

E-mail: melanie.morrison@usask.ca
Tel: 1 (306) 966-2564
Fax: 1 (306) 966-6630

_____

From: Peter Wood [peter.wood@usask.ca]
Sent: July 30, 2013 3:38 PM
To: Morrison, Melanie
Subject: MA in Applied Linguistics

Dear Dr. Morrison,

We are in the process of resubmitting our proposal for an MA in Applied Linguistics.

I am contacting you as the Graduate Chair of the Psychology Department to confirm that your Department has agreed to allow students enrolled in our program to register in the courses listed below offered by your department.

We understand that priority is given to students enrolled in Psychology and that other students will need to ask permission from the pertinent instructors.

Psy 802.3 Foundations of Research in Culture and Human Development
Psy 803.3 Culture and Human development
Psy 809.3 Qualitative Research.
Psy 836.3 Advanced Seminar on Motivation
Psy 837.3 Advanced Seminar in Human Memory
Psy 838.3 Advanced Seminar in Language Processing

Psy 839.3 Thinking and Reasoning

Thank you very much for your help in advance.

Best regards,

--
Peter Wood, PhD
Assistant Professor of Linguistics
Arts 908, Phone: 1-306-966-7814
University of Saskatchewan

2) Philosophy Department

Dear Eric,
Thank you very much for your quick reply.
We will add Phil 817 to the list of electives.
Best,
Peter

On 18/09/13 12:40 PM, Eric Dayton wrote:
> Sorry Peter
>
> I had obviously lost track of this and thought that I had already
> replied. Sure! The contemporaneity Analytic class PHIL 817 also has a
> strong phil of language component -- we teach it primarily as a history
> of philosophy Russell/Frege to Quine and so include both Wittgenstein
> and so called "ordinary language" philosophy, some Grice and the like.
>
> But the classes you have identified are all suitable.
>
> best
> Eric
> On 18/09/2013 12:08 PM, Peter Wood wrote:
>
>> Dear Dr. Dayton
>> I am writing to you again in order to enquire whether your department
>> is still interested in supporting the MA in Applied Linguistics
>> program. Please see the message below.
>> We are almost ready to submit the proposal, and would really like to
>> include the courses mentioned below as electives.
>> I understand that this is a busy time, but could you send me a quick
>> note, even if you are not interested, so I know that my e-mails didn't
>> get lost.
>> Thank you very much in advance for your help.
>> Best,
>> Peter
>>
>>
>> -------- Original Message --------
>> Subject: Fwd: MA in Applied Linguistics
>> Date: Fri, 23 Aug 2013 16:05:24 -0600
>> From: Peter Wood <peter.wood@usask.ca>
>> Organization: Department of Languages and Linguistics, University of
>> Saskatchewan, Canada
>> To: <eric.dayton@usask.ca>

Dear Dr. Dayton,

We are in the process of resubmitting our proposal for an MA in Applied Linguistics.

I am contacting you as the Chair of the Philosophy Department to confirm that your Department has agreed to allow students enrolled in our program to register in relevant courses offered by your department at the graduate, or undergraduate level.

In particular, we would like to offer the following courses to our students as electives:

Phil 842.3 Topics in Philosophical Logic
Phil 846.3 Seminar in Philosophy of Language
Phil 819.3 Wittgenstein

Thank you very much for your help in advance.

Best regards,

--
signature

Dr. Eric Dayton,
Professor & Head
Department of Philosophy, 624 Arts Tower
The University of Saskatchewan
9 Campus Drive
Saskatoon, Saskatchewan
CANADA S7N 5A5
tel: (306) 966-6386 e-mail:eric.dayton@usask.ca
Homepage:http://homepage.usask.ca/~ebd038/

--
Peter Wood, PhD
Assistant Professor of Linguistics
Arts 908, Phone: 1-306-966-7814
University of Saskatchewan

3) English Department
Subject: Re: MA in Applied Linguistics
Date: Thu, 26 Sep 2013 16:39:07 -0600
From: Peter Wood <peter.wood@usask.ca>
Organization: Department of Languages and Linguistics, University of Saskatchewan, Canada
To: Hynes, Peter <pjh320@mail.usask.ca>

Dear Peter,

Thank you for your reply.
Yin is familiar with the history of the MA proposal and the courses that we would like to offer as electives. Maybe you can consult with her as well.
Thanks,
Peter

On 26/09/13 03:13 PM, Hynes, Peter wrote:

Dear Peter,

I'm sorry to have delayed responding to your inquiry. After asking my department head about it I'm still not clear on what's at stake. I will consult with one or two more people and get back to you early next week.

Best wishes,
Peter

On 2013-09-18, at 12:33 PM, Peter Wood <peter.wood@usask.ca> wrote:

Dear Dr. Hynes
I am writing to you again in order to enquire whether your department is still interested in supporting the MA in Applied Linguistics program. Please see the message below.
We are almost ready to submit the proposal, and would really like to include relevant courses offered by your department as electives.
I understand that this is a busy time, but could you send me a quick note, even if you are not interested, so I know that my e-mails didn't get lost?
Thank you very much in advance for your help.
Best,
Peter Wood

-------- Original Message --------
Subject: MA in Applied Linguistics
Date: Tue, 30 Jul 2013 15:21:36 -0600
From: Peter Wood <peter.wood@usask.ca>
To: peter.hynes@usask.ca

Dear Dr. Hynes,

We are in the process of resubmitting our proposal for an MA in
Applied Linguistics.

I am contacting you as the Graduate Chair of the English Department
to confirm that your Department has agreed to allow students enrolled
in our program to register in relevant courses offered by your
department at the graduate, or undergraduate level.

Thank you very much for your help in advance.

Best regards,

--
Peter Wood, PhD
Assistant Professor of Linguistics
Arts 908, Phone: 1-306-966-7814
University of Saskatchewan

--
Peter Wood, PhD
Assistant Professor of Linguistics
Arts 908, Phone: 1-306-966-7814
University of Saskatchewan

--
Peter Wood
Assistant Professor of Linguistics and German Department of Languages and Linguistics University of Saskatchewan

--
Peter Wood, PhD
Assistant Professor of Linguistics
Arts 908, Phone: 1-306-966-7814
University of Saskatchewan

4) Graham School of Professional Development

Hi Peter and Veronika,

I had a discussion with Dr Evitts today regarding the inclusion of these courses in the MA, and he consulted with our student centre on this matter. The consensus is that graduate students can enroll in these courses with the individual instructor's permission, provided that the course has been written into the student's programme of study.

I should also point out that, because Engineering and Agriculture students need certain of these courses to meet the requirements of existing options in their programmes, we're under an obligation, where necessary, to prioritize their needs with regard to enrollment, when classes reach capacity.

Let me know if you have any further questions.

John Moffatt, PhD

Associate Professor

Ron and Jane Graham School of Professional Development

College of Engineering

University of Saskatchewan

57 Campus Drive

Saskatoon SK S7N 5A9

(306) 966-2912

john.moffatt@usask.ca

5) Department of Indigenous Languages, Arts & Culture (University of Regina)

Dear Veronika,

First of all, allow me to apologize for this very late response to your email, but things have been pretty insane here. Anyway, yes, we would be interested in collaborating with you in the delivery of your MA in Applied Linguistics, either as committee members or as co-supervisors of your graduate students. However, we would have to limit ourselves to those projects that lie within our areas of expertise and interests, which means that we would be most useful for graduate projects that somehow involve First Nations languages. Also, the fact that with only three linguists here to deliver a full undergraduate program (Honours, Major and Minor) and an Individual Master's program, and considering that any sabbatical would reduce our Faculty by 33% for at least six months, means that we may not always be able to make the time available for collaborating on a particular project undertaken by any of your graduate students. However, we deeply appreciate your initiative on this and we are looking forward to a very fruitful collaboration between your program and ours.

I hope we can meet in the not too distant future, either in Saskatoon or here. I am sure that your fall semester is as busy as hours, so a meeting on short notice may not be feasible but perhaps the Christmas break may work (depending, of course, of the always tricky Saskatchewan road conditions at that time of year).

All the best, and looking forward to hearing back from you,

Jan van Eijk

Department of Indigenous Languages, Arts and Cultures

(306) 790-5950, ext. 3309

From: Makarova, Veronika [mailto:v.makarova@usask.ca]
Sent: August 26, 2013 4:57 PM
To: Doolittle, Edward
Cc: Olga Lovick; VanEijk, Jan; Wolvengrey, Arok
Subject: MA in Applied Linguistics, U of S

Dear Colleagues,

We are currently resubmitting our MA in Applied Linguistics Proposal to the College of Graduate Studies and Research.

Would you be interested in renewing your earlier expression of interest in collaborating with us on this program as potential committee members/co-supervisors of graduate students?

Please let me know if you need any additional information.

In turn, we would be happy to collaborating with your program on undergraduate and graduate projects.

Sincerely,

Veronika Makarova,

Head,

Department of Religion and Culture,

Linguistics Program Chair,

University of Saskatchewan

Correspondence with potential members of graduate student advisory committees

1) Dr. Yin Liu (Dept. of English)

On 2013-07-30 15:29, Peter Wood wrote:
> Dear Dr. Liu,
>
> We are in the process of resubmitting our proposal for an MA in Applied Linguistics.
>
> You have earlier expressed an interest in participation on students' graduate committees if their research is close to your area of expertise. Are you still interested in potential participation on Applied Linguistics graduate students' committees?
>
> Thank you very much in advance for your help.
>
> Best regards,

Peter:

Yes, certainly you can put my name down.

Yin

--
Yin Liu
Department of English
University of Saskatchewan
9 Campus Drive
Saskatoon, SK S7N 5A5
Canada
+1-306-966-1835
yin.liu@usask.ca

2) Dr. Richard Harris (Dept. of English)

Hi Peter, and sure, happy to help in any way useful to you and your program. Richard

Sent from my iPad

On Jul 30, 2013, at 3:26 PM, "Peter Wood" <peter.wood@usask.ca> wrote:

> Dear Dr. Harris,
>
> We are in the process of resubmitting our proposal for an MA in Applied Linguistics.
>
> You have earlier expressed an interest in participation on students' graduate committees if their research is close to your area of expertise. Are you still interested in potential participation on Applied Linguistics graduate students' committees?
>
> Thank you very much in advance for your help.
>
> Best regards,
> --
> Peter Wood, PhD
> Assistant Professor of Linguistics
> Arts 908, Phone: 1-306-966-7814

University of Saskatchewan

3) Dr. Jan van Eijk (University of Regina)

Dear Veronika,

First of all, allow me to apologize for this very late response to your email, but things have been pretty insane here. Anyway, yes, we would be interested in collaborating with you in the delivery of your MA in Applied Linguistics, either as committee members or as co-supervisors of your graduate students. However, we would have to limit ourselves to those projects that lie within our areas of expertise and interests, which means that we would be most useful for graduate projects that somehow involve First Nations languages. Also, the fact that with only three linguists here to deliver a full undergraduate program (Honours, Major and Minor) and an Individual Master's program, and considering that any sabbatical would reduce our Faculty by 33% for at least six months, means that we may not always be able to make the time available for collaborating on a particular project undertaken by any of your graduate students. However, we deeply appreciate your initiative on this and we are looking forward to a very fruitful collaboration between your program and ours.

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All the best, and looking forward to hearing back from you,

Jan van Eijk

Department of Indigenous Languages, Arts and Cultures

(306) 790-5950, ext. 3309

From: Makarova, Veronika [mailto:v.makarova@usask.ca]
Sent: August 26, 2013 4:57 PM
To: Doolittle, Edward
Cc: Olga Lovick; VanEijk, Jan; Wolvengrey, Arok
Subject: MA in Applied Linguistics, U of S

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Would you be interested in renewing your earlier expression of interest in collaborating with us on this program as potential committee members/co-supervisors of graduate students?

Please let me know if you need any additional information.

In turn, we would be happy to collaborating with your program on undergraduate and graduate projects.

Sincerely,

Veronika Makarova,

Head,

Department of Religion and Culture,

Linguistics Program Chair,

University of Saskatchewan

4) Dr. Natalia Khanenko-Friesen (St. Thomas More College)

Dear Peter --
Yes, I will be able to participate in Theses that are related to my area

of expertise and interests.
At this moment, I cannot think of anybody at STM, but I will give it a
further thought.
Sincerely,
Natalia

Dr. Natalia Khanenko-Friesen
Associate Professor, Cultural Anthropology
Head, Dept. of Religion and Culture
St. Thomas More College // University of Saskatchewan
1437 College Dr., Saskatoon, SK, S7N0W6, CANADA
Tel. (306) 966-6456, (306) 966-8900 main office

Research Associate
Prairie Centre for the Ukrainian Heritage
http://www.stmcollege.ca/pcuh/index.php

On 7/30/13 3:50 PM, "Peter Wood" <peter.wood@usask.ca> wrote:

Dear Dr. Khanenko-Friesen,

We are in the process of resubmitting our proposal for an MA in Applied
Linguistics.

You have earlier expressed an interest in participation on students'
graduate committees if their research is close to your area of
expertise. Are you still interested in potential participation on
Applied Linguistics graduate students' committees?

Would you also be able to tell me whether you can think of any body else
in STM who might be interested in participating on a graduate student
committee?

Thank you very much in advance for your help.

Best regards,
--
Peter Wood, PhD
Assistant Professor of Linguistics
Arts 908, Phone: 1-306-966-7814
University of Saskatchewan

5) Dr. Christopher Dutchyn (Computer Science Dept.)

On 2013-07-30, at 3:43 PM, Peter Wood <peter.wood@usask.ca> wrote:

You have earlier expressed an interest in participation on students' graduate committees if their research is
close to your area of expertise. Are you still interested in potential participation on Applied Linguistics
graduate students' committees?

Yes; I am interested in computational linguistics.

Chris D.

6) Dr. Ian McQuillan (Computer Science Dept.)
Hi Peter,

Sorry for the delay on this reply.

> We are in the process of resubmitting our proposal for an MA in Applied Linguistics.

> You have earlier expressed an interest in participation on students' graduate committees if their research is close to your area of expertise. Are you still interested in potential participation on Applied Linguistics graduate students' committees?

Yes, if the area is close to my own, I'd be interested.

Ian

> Thank you very much in advance for your help.

> Best regards,
> --
> Peter Wood, PhD
> Assistant Professor of Linguistics
> Arts 908, Phone: 1-306-966-7814
> University of Saskatchewan

Ian McQuillan
Associate Professor of Computer Science

mcquillan@cs.usask.ca
ianmcquillan.com
Department of Computer Science
The University of Saskatchewan
Saskatoon, Canada

7) Dr. Gord McCalla (Computer Science Dept.)

Yes.
  G.

_____
From: Peter Wood [peter.wood@usask.ca]
Sent: Tuesday, July 30, 2013 3:44 PM
To: Gord McCalla
Subject: MA in Applied Linguistics

Dear Dr. McCalla,

We are in the process of resubmitting our proposal for an MA in Applied

Linguistics.

You have earlier expressed an interest in participation on students' graduate committees if their research is close to your area of expertise. Are you still interested in potential participation on Applied Linguistics graduate students' committees?

Thank you very much in advance for your help.

Best regards,
--
Peter Wood, PhD
Assistant Professor of Linguistics
Arts 908, Phone: 1-306-966-7814
University of Saskatchewan

8) Dr. John Moffatt (Graham School of Professional Development)

Hello, Peter:

Yes, I would be willing to serve on graduate SACs where my contribution would be helpful.

Best regards,

John

John Moffatt, PhD

Associate Professor

Ron and Jane Graham School of Professional Development

College of Engineering

University of Saskatchewan

57 Campus Drive

Saskatoon SK S7N 5A9

(306) 966-2912

john.moffatt@usask.ca

_____
From: Peter Wood [peter.wood@usask.ca]
Sent: July 30, 2013 3:46 PM
To: Moffatt, John
Subject: MA in Applied Linguistics

Dear Dr. Moffatt,

We are in the process of resubmitting our proposal for an MA in Applied Linguistics.

You have earlier expressed an interest in participation on students'
graduate committees if their research is close to your area of
expertise. Are you still interested in potential participation on
Applied Linguistics graduate students' committees?

Thank you very much in advance for your help.

Best regards,
--
Peter Wood, PhD
Assistant Professor of Linguistics
Arts 908, Phone: 1-306-966-7814
University of Saskatchewan

9) Jeannie Wills (Graham Centre for the Study of Communication)
Hi Peter,
Sorry for the delay in responding, but I've been away.
Yes, I am still interested in sitting on students' committees.

Jeanie

  Jeanie Wills, Ph.D.
Assistant Professor
Graham Centre for the Study of Communication
Room 2A20.3, 57 Campus Drive,
College of Engineering, University of Saskatchewan
Saskatoon, SK S7N 5A9
306-966-5360
jeanie.wills@usask.ca
Web: http://grahamcentre.usask.ca

-----Original Message-----
From: Peter Wood [mailto:peter.wood@usask.ca]
Sent: Tuesday, July 30, 2013 3:47 PM
To: Wills, Jeanie
Subject: MA in Applied Linguistics

Dear Dr. Wills,

We are in the process of resubmitting our proposal for an MA in Applied Linguistics.

You have earlier expressed an interest in participation on students'
graduate committees if their research is close to your area of expertise. Are you still interested in potential participation on
Applied Linguistics graduate students' committees?

Thank you very much in advance for your help.

Best regards,
--
Peter Wood, PhD
Assistant Professor of Linguistics
Arts 908, Phone: 1-306-966-7814
University of Saskatchewan

10) Dr. Sarah Hoffman (Philosophy Dept.)
Hi Peter,
Sorry for not being more prompt in replying. Beginning of term madness is all i can plead. In any case, yes I would be very pleased to be an adjunct member, or whatever the appropriate designation would be. If you need any further information, training, publications etc, from me at this point I would be happy to send them along,
Hope all gos as well as is possible for you now.

all the best
Sarah

Dr. Sarah Hoffman
Graduate Chair
Associate Professor

Department of Philosophy
University of Saskatchewan
9 Campus Drive
Saskatoon SK S7K 5A5

sarah.hoffman@usask.ca

ph 306.966.6382
fax 306.966.2567

On 2013-09-18, at 12:05 PM, Peter Wood <peter.wood@usask.ca> wrote:

Dear Sarah,
I am writing to you again in order to enquire whether you are still interested in supporting the MA in Applied Linguistics program. Please see the message below.
We are almost ready to submit the proposal, and would really like to include you as a potential committee member.
I understand that this is a busy time, but could you send me a quick note, even if you are not interested, so I know that my e-mails didn't get lost.
Thank you very much in advance for your help.
Best,
Peter

-------- Original Message --------
Subject: MA in Applied Linguistics
Date: Fri, 23 Aug 2013 11:21:56 -0600
From: Peter Wood <peter.wood@usask.ca>
Organization: Department of Languages and Linguistics, University of Saskatchewan, Canada
To: Sarah Hoffman <sarah.hoffman@usask.ca>

Dear Sarah,
We are in the process of resubmitting our proposal for an MA in Applied
Linguistics.

You have earlier expressed an interest in participation on students'
graduate committees if their research is close to your area of
expertise. Are you still interested in potential participation on
Applied Linguistics graduate students' committees?

Thank you very much in advance for your help.

Best regards,
Peter

--
Peter Wood
Assistant Professor of Linguistics and German
Department of Languages and Linguistics
University of Saskatchewan

--
Peter Wood, PhD
Assistant Professor of Linguistics
Arts 908, Phone: 1-306-966-7814
University of Saskatchewan

11) Dr. Alexander Ervin (Anthropology)
Sure Peter but there is little likelihood of that actually happening since I am a linguistic idiot although I have taken 9 cu of
linguistics as part of anthropology major and graduate training. Yrs. Sandy Ervin

_____
From: Peter Wood [peter.wood@usask.ca]
Sent: August 23, 2013 4:12 PM
To: Ervin, Alexander
Cc: Makarova, Veronika
Subject: MA in Applied Linguistics

Dear Alexander,

We are in the process of resubmitting our proposal for an MA in Applied
Linguistics.

Would you be interested to contribute to this program by acting as
a member on graduate students' committees, or by
acting as a co-supervisor if their research is close to your area of
expertise?

Thank you very much in advance for your help and support for our program.

Best regards,
Peter

--
Peter Wood
Assistant Professor of Linguistics and German
Department of Languages and Linguistics
University of Saskatchewan

12)Dr. George Keyworth (Religion and Culture Dept.)
Hi Peter,

Yes, I am interested in assisting the Linguistics MA however possible.

Best,
George

George A. Keyworth, PhD
Assistant Professor of East Asian Religions
Undergraduate Chair
Department of Religion & Culture
University of Saskatchewan
ARTS 917 - 9 Campus Drive
Saskatoon, SK S7N 5A5 Canada
george.keyworth@usask.ca
Tel. 306.966.6774
Fax. 306.966.6804

On 2013/08/23, at 15:08, Peter Wood <peter.wood@usask.ca>
 wrote:

> Dear George,
> We are in the process of resubmitting our proposal for an MA in Applied
> Linguistics.
>
> Would you be interested to contribute to this program by acting as
> a member on graduate students' committees, or by
> acting as a co-supervisor if their research is close to your area of
> expertise?
>
> Thank you very much in advance for your help and support for our program.
>
> Best regards,
> Peter
>
>
> --
> Peter Wood
> Assistant Professor of Linguistics and German
> Department of Languages and Linguistics
> University of Saskatchewan

Course Creation Information Form
To be completed by the College or Department
(version: August 2010)

Email completed forms to: Seanine.Warrington@usask.ca
Academic Services & Financial Assistance
Student & Enrolment Services Division

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge.

For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).

Main Block

Subject	Linguistics
Course Number	803.3
Term from which this course will become effective: 1st	
Month: (September)	**Year: 2015**

Information Block

What is the academic college to which this course belongs?	Arts and Science
What is the department or school within that college that has jurisdiction over this course?	Religion and Culture
If there is a prerequisite waiver, who is responsible for signing it? D – Instructor/Dept Approval H – Department Approval I – Instructor Approval	N/A
What is the academic credit unit weight of this course?	3
Is this course supposed to attract tuition charges? If so, how much? (use tuition category)	standard
Do you allow this course to be repeated for credit? (Y/N)	N
How should this course be graded? C – Completed Requirements *(Completed Requirements, Fail, IP, In Progress)* N – Numeric/Percentage *(0 – 100%)* P – Pass/Fail *(Pass, Fail, In Progress)* S – Special [please specify if not NA]	N

(NA – Grade Not Applicable)	

Schedule Types

Schedule Types that can be used for sections that fall under this course:
(Indicate all possible choices. Please Grey out all possible choices)   **N/A**

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

Detailed Information

What attributes would be assigned to this course (would apply to all sections under the course)?
Please Grey out all attributes you want attached to the course: **N/A**

1. Informational (will display in student self-service)

ABGR	Restricted to Aboriginal Students	EDEM	Elem and Middle Programs Only
ABJC	For Abor Justice Students Only	EDPP	Education - Pre Practicum
AFYP	Aboriginal 1st Year Exp Prog	EDSE	Education - Secondary
AGDP	Agricultural Diploma Program	FEEM	Materials Fee
ALTL	Laboratory on Alternate Weeks	GDI	Gabriel Dumont Institute
ALTT	Tutorial on Alternate Weeks	HLAN	Heritage Languages Class
AROL	Active for Roll Purposes Only	INDS	Independent Studies Class
AUD1	Audit Allowed with Permission	ITEP	ITEP Class
AUDX	Audit Not Allowed	LSC	Labour Studies Certificate
BAC	Business Admin Certificate	MIT	Master of International Trade
BLBD	Uses Blackboard Web Tools	MSEP	Math Science for Aboriginal St
CACE	Cert in Adult & Continuing Ed	MT1	1st Half of a Multi-term Class
CAP	Cert in Agriculture Program	MT2	2nd Half of a Multi-term Class
CCDE	Centre for Cont & Distance Ed	NEP1	NEPS Class w/ Student Fees
CIBA	CIBA Class for Aboriginals	NEPS	NEPS Student Fees Exempt
EC01	Elementary Cohort - Alpha	NTEP	NORTEP Class
EC02	Elementary Cohort - Beta	OC01	Off Campus-Prince Albert
EC03	Elementary Cohort - Chi	OC02	Off Campus-Carlton Trail RC
EC04	Elementary Cohort - Delta	OC03	Off Campus-Cumberland College
EC05	Middle Cohort - Gamma	OC04	Off Campus-Great Plains (SC)
EC06	Middle Cohort - Kappa	OC05	Off Campus-Great Plains (Kind)

OC06	Off Campus-Lakeland College	ROYW	Royal West Campus
OC07	Off Campus-North West RC (NB)	SIA	Sask Intercultural Association
OC08	Off Campus-Northlands College	STEP	SUNTEP Class
OC09	Off Campus-Parkland (Yorkton)	STM	St. Thomas Moore College Class
OC10	Off Campus-SIAST (Moose Jaw)	STP	St. Peters College Muenster SK
OC11	Off Campus-Southeast (Weyburn)	TEFL	Teaching English Foreign Lang
PGCL	Post-Grad Clinical	TESL	Teaching English 2nd Language
PHC	Prairie Horticulture Cert	TRNS	University Transition Class
PPRA	Education - Post Practicum	UARC	UArctic
REL1	Restriction Released Early Aug	WEB	Class is Offered On-Line Only
REL2	Opened When Prev Section Full	XCHG	Academic Exchange Program

2. MTX: Can this course be offered as a multi-term course?

YES	No NO

3. ON or OFF attributes are attached to courses that should be treated as on/off campus for student fee purposes. (These will not display in student self-service)

OFF	Off Campus Class	ON	On Campus

4. Zero Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.

NOAC	No Academic Credit

5. **For the College of Arts and Science only:** To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
NASC	Natural Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Course Syllabus

Long Title

Course Long Title (maximum 100 Characters)
(Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [' " ; : , $ & @ ! ? / + - = % #( )]
Advanced Conversation and Discourse Analysis

Course Description

Course Description (please limit to 150 words or less)
The course will introduce graduate students to advanced concepts in conversation and discourse analysis. It will deal with concepts in pragmatics, such as speech acts, felicity conditions and the cooperative principle in conversations. Later, the focus will shift to discourse analysis in which language use is examined within its sociocultural context. Students will be introduced to current research paradigms such as critical discourse analysis and sociocultural theory. Finally, the implications of research findings on language teaching within a communicative framework will be discussed.

Registration Information

*Please note that changes to prerequisites, corequisites, and course equivalents must be approved through University Course Challenge):

Formerly:	
Permission required:	
Restriction(s): course only open to students in a specific college, program/degree, major, year in program	
Prerequisite(s): course(s) that must be completed prior to the start of this course*	
Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course*	
Corequisite(s): course(s) that must be taken at the same time as this course*	
Notes: recommended courses, course repeat restrictions/content overlap, other additional course information	
Exam Exempt Y or N	
	N

Equivalent Courses*

Please list the course(s) that you consider to be equivalent to this course. To be considered equivalent, the course must meet the following criteria: 1) If a student has received credit for the equivalent	**N/A**

course, s/he should not be eligible to register for the course for which this form is being completed. 2) The equivalent course must be able to be used in place of the course for which this form is being completed when the system does prerequisite checking and degree audit checking. For degree audit checking, this means: • If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program. • If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement. Please contact us about any concerns regarding this standard practice.	

Information For Display In The Calendar Only
Please refer to the Key to Course Descriptions at:
http://www.usask.ca/calendar/registration/registration/coursenumbering/

Calendar Credit Units (e.g. 110.**6**)	803.3
Calendar Term Hour Listing (e.g. **3L-2P**)	1L2S

Additional Notes

UNIVERSITY OF SASKATCHEWAN

GSR 400.1

College of Graduate Studies and Research

New Graduate

Course Proposal

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad.studies@usask.ca

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes   (must complete section 6.1)   No

Basic information about the proposed course:

1. Department/Unit: Religion and Culture   College of: Arts and Science

2.

    V. Makarova
    (Authorizing Unit Head - PLEASE PRINT)   (Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

    3.1   Label and number of course: LING 803.3

    3.2   Title of course: Advanced Conversation and Discourse Analysis

    3.3   Total Hours: Lecture: 11

             Seminar: 22

             Lab: _____

             Tutorial: _____

             Other: _____

    3.4   Weekly Hours: Lecture: 1

             Seminar: 2

             Lab: _____

             Tutorial: _____

             Other: _____

    3.5   Term in which it will be offered: T2

    3.6   Prerequisite: Registration in Graduate Program

    3.7   Calendar description (not more than 50 words):

            The course will introduce graduate students to advanced concepts in conversation and discourse analysis. It will deal with concepts in pragmatics, such as speech acts, felicity conditions and the

45

cooperative principle in conversations. Later, the focus will shift to discourse analysis in which language use is examined within its sociocultural context. Students will be introduced to current research paradigms such a s critical discourse analysis and sociocultural theory. Finally, the implications of research findings on language teaching within a communicative framework will be discussed ..

4. Rationale for introducing this course:

This course is a required course in the proposed MA in Applied Linguistics.

5. Impact of this course:

    5.1   Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

        No   Yes (Please list):

    5.2   Were any other academic units asked to review or comment on the proposal?

        No   Yes (Please attach correspondence)

    5.3   Will the offering of this course lead to the deletion or modification of any other course(s)?

        No   Yes (Please list): _____

    5.4   Course(s) for which this graduate course will be a prerequisite?

        None

    5.5   Is this course to be required by your graduate students, or by graduate students in another program?

        No   Yes (Please list):   MA Applied Linguistics

Course Information. (Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/)

    Checklist: Course objectives need to be clearly stated
              Description of and Activities for Evaluation must be listed
              Course Outline (syllabus) with Reading List must be included
              Percentage of Total Mark for each evaluation listed
                  If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at
              http://www.usask.ca/cgsr/prospective_students/forms.phphttp://www.usask.ca/cgsr/forms.php
              Professor must be a member of the Graduate Faculty

    6.1   EXAM EXEMPTION: Please note, if there is no final exam or if the final examination is worth less than 30% of the final grade please provide a brief statement which explains why a final examination is inappropriate for this course.

7. Enrolment:

7.1 Expected Enrolment: 15-15

7.2 From which colleges/programs: MA in Applied Linguistics

8. Resources:

   8.1 Proposed instructor(s) (Please include qualifications):

      Peter Wood, Assistant Professor, Department of Languages and Linguistics

   8.2 How does the department plan to handle the additional teaching or administrative workload:

      All resources are in place, the course will be   a part of he assigned duties of the faculty.

   8.3 Are sufficient library or other research resources available for this course:

      Yes

   8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

      No

9. Date of Implementation:

   9.1 To be offered: Annually   Biennially   Alternate Years   Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit):   01·12·14

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

_____
(Authorizing College Signature (of the home academic unit)

_____
(Name of Person Signing Above - PLEASE PRINT)

Linguistic Course Proposal
LING 803.3
Advanced Discourse Analysis

Course Description:
This course will introduce graduate students to advanced concepts in conversation and discourse analysis. It will deal with concepts in pragmatics, such as speech acts, felicity conditions and the cooperative principle in conversation. The focus will then shift to discourse analysis in which language use is examined within its sociocultural context. Students will be introduced to current research paradigms such as critical discourse analysis and sociocultural theory. Finally, the implications of research findings on language teaching within a communicative framework will be discussed.

Learning Outcomes:
By the completion of this course, students will be expected to:
- be familiar with the major theoretical frameworks in Conversation Analysis (CA)
- be familiar with the major theoretical frameworks in Discourse Analysis (DA)
- be able to develop studies using CA and DA methodologies
- be able to conduct qualitative interviews
- be able to transcribe and annotate interviews
- be able to use transcription software such as CHILDES to transcribe and analyze CA/DA data
- be able to read and evaluate research papers dealing with CA and DA
- write research papers that either: describe a CA/DA study and its results and argues convincingly how the results should be interpreted; or, critically assess and discuss a CA/DA theory

Course Overview:

Class Schedule:
Week 1-2:
Pragmatics: speech act theory, felicity conditions, the Organon Model of communication

Week 3-5:
The structure of conversations: top-down and bottom-up approaches to the analysis of conversations

Week 6-9:
Discourse analysis: the sociocultural context and language use

Week 10-11:
Midterm Exam. Recent approaches to conversation analysis and discourse analysis: critical discourse analysis, sociocultural theory, and activity theory

Week 12-13:
Teaching second and foreign language learners to communicate: implications of CA and DA research for foreign language teaching.

Instructor Information:
Name: Peter Wood
Contact: E-mail: peter.wood@usask.ca, or phone: 966 7814
Office hours: T, Th, 1.00 - 2.00 pm

Required Resources:

Readings:
Cutting, Joan (2002). *Pragmatics and Discourse*. London, New York: Routledge.

Johnstone, Barbara. (2008) Discourse Analysis. 2nd edition. Oxford: Wiley-Blackwell.

Wetherall, Margaret et al. (2001) Discourse Theory and Practice. A Reader. London: Sage.

Fairclough, Norman (2004). Semiotic aspects of social transformation and learning, in R. Rogers (ed.) *An Introduction to Critical Discourse Analysis in Education*. Mahwah (NJ): Lawrence Erlbaum.

Lantolf, James (2006). Sociocultural Theory and L2. In: *Studies in Second Language Acquisition* 28: 67-109.

Thorne, Steven (2003). Artifacts and Cultures-of-Use in intercultural communication. *Language Learning and Technology 7:* 38-67.

Supplementary Resources:
Additional material may be provided via the course website, or as handouts during classes.

Grading Scheme:

1	Research Paper	30 %
2	Midterm Exam	30 %
3	Final Exam	40 %
	Total	100%

Evaluation Components:
1. Research paper:
Value: 30%.
Due Date: Final day of classes.
Type: A research paper meeting the standards of papers published in Linguistics, in which students demonstrate familiarity with the material covered in the course and the ability to plan and carry out research (20-25 pages, 12pt font, double-spaced).
Description: Students will be required to write a research paper in which they use a conversation or discourse analysis method to analyze a short conversation of their choice. Rather than requiring students to apply for ethics approval, the analysis can be based on a publicly broadcasted conversation (interview, etc.). The paper has to meet academic standards in terms of structure (mandatory components are: introduction outlining research question and methodology, literature review, description of the data, analysis, results, conclusion, references), format, and language. It has to show the student's ability to form a stringent argument and support it with the data collected, other research, and publications in the field, as well as the student's ability to assess the implications of her/his study within the discipline.

2. Midterm:
Value: 30%
Date: Week 10
Length: 90 minutes
Type: Invigilated, closed book
25% multiple choice questions
25% short answers
50% essay type components assessing students' critical thinking skills in application to the theoretical frameworks and methodologies covered in class.
Description: The midterm exam will test the students' level of familiarity with the topics, concepts, and analytical methods introduced in the first 8 weeks of the course.

3. Final exam:
Value: 40%.
Date: Please see the section "Final Examination Scheduling" below.
Length: 3 hours
Type: Invigilated, closed book
25% multiple choice questions
25% short answers
50% essay type components assessing students' critical thinking skills in application to the theoretical frameworks and methodologies covered in class.
Description: The final exam will test the students' level of familiarity with the topics, concepts, and analytical methods introduced in the course.

Course Creation Information Form
To be completed by the College or Department
(version: August 2010)

Email completed forms to: Seanine.Warrington@usask.ca
                                  Academic Services & Financial Assistance
                                  Student & Enrolment Services Division

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge.

For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).

Main Block

Subject	Linguistics
Course Number	804.3
Term from which this course will become effective: 1st	
Month: (september)	**Year: 2015**

Information Block

What is the academic college to which this course belongs?	Arts and Science
What is the department or school within that college that has jurisdiction over this course?	Religion and Culture
If there is a prerequisite waiver, who is responsible for signing it? D – Instructor/Dept Approval H – Department Approval I – Instructor Approval	N/A
What is the academic credit unit weight of this course?	3
Is this course supposed to attract tuition charges? If so, how much? (use tuition category)	standard
Do you allow this course to be repeated for credit? (Y/N)	N
How should this course be graded? C – Completed Requirements *(Completed Requirements, Fail, IP, In Progress)* N – Numeric/Percentage *(0 – 100%)* P – Pass/Fail *(Pass, Fail, In Progress)* S – Special [please specify if not NA] *(NA – Grade Not Applicable)*	N

Schedule Types
Schedule Types that can be used for sections that fall under this course:
(Indicate all possible choices. Please Grey out all possible choices)   **N/A**

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

Detailed Information
What attributes would be assigned to this course (would apply to all sections under the course)?
Please Grey out all attributes you want attached to the course: **N/A**

1. Informational (will display in student self-service)

ABGR	Restricted to Aboriginal Students	EDSE	Education - Secondary
ABJC	For Abor Justice Students Only	FEEM	Materials Fee
AFYP	Aboriginal 1st Year Exp Prog	GDI	Gabriel Dumont Institute
AGDP	Agricultural Diploma Program	HLAN	Heritage Languages Class
ALTL	Laboratory on Alternate Weeks	INDS	Independent Studies Class
ALTT	Tutorial on Alternate Weeks	ITEP	ITEP Class
AROL	Active for Roll Purposes Only	LSC	Labour Studies Certificate
AUD1	Audit Allowed with Permission	MIT	Master of International Trade
AUDX	Audit Not Allowed	MSEP	Math Science for Aboriginal St
BAC	Business Admin Certificate	MT1	1st Half of a Multi-term Class
BLBD	Uses Blackboard Web Tools	MT2	2nd Half of a Multi-term Class
CACE	Cert in Adult & Continuing Ed	NEP1	NEPS Class w/ Student Fees
CAP	Cert in Agriculture Program	NEPS	NEPS Student Fees Exempt
CCDE	Centre for Cont & Distance Ed	NTEP	NORTEP Class
CIBA	CIBA Class for Aboriginals	OC01	Off Campus-Prince Albert
EC01	Elementary Cohort - Alpha	OC02	Off Campus-Carlton Trail RC
EC02	Elementary Cohort - Beta	OC03	Off Campus-Cumberland College
EC03	Elementary Cohort - Chi	OC04	Off Campus-Great Plains (SC)
EC04	Elementary Cohort - Delta	OC05	Off Campus-Great Plains (Kind)
EC05	Middle Cohort - Gamma	OC06	Off Campus-Lakeland College
EC06	Middle Cohort - Kappa	OC07	Off Campus-North West RC (NB)
EDEM	Elem and Middle Programs Only	OC08	Off Campus-Northlands College
EDPP	Education - Pre Practicum	OC09	Off Campus-Parkland (Yorkton)

OC10	Off Campus-SIAST (Moose Jaw)		STEP	SUNTEP Class
OC11	Off Campus-Southeast (Weyburn)		STM	St. Thomas Moore College Class
PGCL	Post-Grad Clinical		STP	St. Peters College Muenster SK
PHC	Prairie Horticulture Cert		TEFL	Teaching English Foreign Lang
PPRA	Education - Post Practicum		TESL	Teaching English 2nd Language
REL1	Restriction Released Early Aug		TRNS	University Transition Class
REL2	Opened When Prev Section Full		UARC	UArctic
ROYW	Royal West Campus		WEB	Class is Offered On-Line Only
SIA	Sask Intercultural Association		XCHG	Academic Exchange Program

2. MTX: Can this course be offered as a multi-term course?

YES	No NO

3. ON or OFF attributes are attached to courses that should be treated as on/off campus for student fee purposes. (These will not display in student self-service)

OFF	Off Campus Class	ON	On Campus

4. Zero Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.

NOAC	No Academic Credit

5. **For the College of Arts and Science only:** To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
NASC	Natural Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Course Syllabus
Long Title

Course Long Title (maximum 100 Characters) (Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [' " ; : , $ & @ ! ? / + - = % #( )]
Research Methods for Language Teachers and Applied Linguists

Course Description

Course Description (please limit to 150 words or less)
This course introduces graduate students to the fundamentals of research methods employed in experimental linguistics and applied linguistics. The course provides the students with the understanding of research design principles and gives them hand-on experience with quantitative methods for the analysis of linguistic data. This course focuses on the analysis techniques employed in natural language data processing. The range of concepts covered in class includes automated syntactic parsing, text classification, information extraction, tagging, and summarization. The students will also benefit from learning or reinforcing their previous knowledge of some data processing computer software packages, such as SPSS and Excel.

Registration Information

*Please note that changes to prerequisites, corequisites, and course equivalents must be approved through University Course Challenge):

Formerly:	
Permission required:	
Restriction(s): course only open to students in a specific college, program/degree, major, year in program	
Prerequisite(s): course(s) that must be completed prior to the start of this course*	
Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course*	
Corequisite(s): course(s) that must be taken at the same time as this course*	
Notes: recommended courses, course repeat restrictions/content overlap, other additional course information	
Exam Exempt Y or N	
	N

Equivalent Courses*

Please list the course(s) that you consider to be equivalent to this course. To be considered equivalent, the course must meet the following criteria:	**N/A**

1) If a student has received credit for the equivalent course, s/he should not be eligible to register for the course for which this form is being completed. 2) The equivalent course must be able to be used in place of the course for which this form is being completed when the system does prerequisite checking and degree audit checking. For degree audit checking, this means: • If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program. • If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement. Please contact us about any concerns regarding this standard practice.	

Information For Display In The Calendar Only
Please refer to the Key to Course Descriptions at:
http://www.usask.ca/calendar/registration/registration/coursenumbering/

Calendar Credit Units (e.g. 110.**6**)	804.3
Calendar Term Hour Listing (e.g. **3L-2P**)	3L
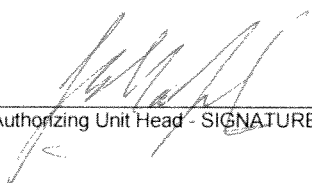
Additional Notes

UNIVERSITY OF SASKATCHEWAN

College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad.studies@usask.ca

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes ☐ (must complete section 6.1)   No ☒

Basic information about the proposed course:

1. Department/Unit: Religion and Culture   College of: Arts & Science

2.

   V. Makarova   _____
   (Authorizing Unit Head - PLEASE PRINT)   (Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

   3.1   Label and number of course: LING 804.3

   3.2   Title of course: Research Methods for Language Teachers and Applied Linguists

   3.3   Total Hours: Lecture: 33

   Seminar: _____

   Lab: _____

   Tutorial: _____

   Other: _____

   3.4   Weekly Hours: Lecture: 3

   Seminar: _____

   Lab: _____

   Tutorial: _____

   Other: _____

   3.5   Term in which it will be offered: T1 ☐   T2 ☒   T1 or T2 ☐   T1 and T2 ☐

   3.6   Prerequisite: Registration in Graduate Program

   3.7   Calendar description (not more than 50 words):

   This course introduces graduate students to the fundamentals of research methods employed in experimental linguistics and applied linguistics. The course provides the students with the understanding of research design principles and gives them hand-on experience with quantitative methods for the analysis of linguistic data. This course focuses on the analysis techniques employed in natural language data processing. The range of concepts covered in class includes automated syntactic parsing, text classification, information extraction, tagging, and summarization. The students will also benefit from learning or reinforcing their previous knowledge of some data processing computer software packages, such as SPSS and Excel.

4. Rationale for introducing this course:

   This course is a required course in the proposed MA in Applied Linguistics.

5. Impact of this course:

    5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

        No ☒ Yes **(Please list)**:

    5.2 Were any other academic units asked to review or comment on the proposal?

        No ☒ Yes **(Please attach correspondence)** ☐

    5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

        No ☒ Yes **(Please list)**: _____

    5.4 Course(s) for which this graduate course will be a prerequisite?

        None

    5.5 Is this course to be required by your graduate students, or by graduate students in another program?

        No ☒ Yes **(Please list)**:

6. Course Information. **(Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/)**

    Checklist: ☒ Course objectives need to be clearly stated
               ☒ Description of and Activities for Evaluation must be listed
               ☒ **Course Outline** (syllabus) with **Reading List** must be included
               ☒ Percentage of Total Mark for each evaluation listed
               ☐ If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at http://www.usask.ca/cgsr/prospective_students/forms.php
               ☒ Professor must be a member of the Graduate Faculty

    6.1 **EXAM EXEMPTION**: Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.

7. Enrolment:

    7.1 Expected Enrolment: <u>5-15</u>

    7.2 From which colleges/programs: <u>Arts and Science</u>

8. Resources:

    8.1 Proposed instructor(s) (Please include qualifications):

        Peter Wood, Assistant Professor, Department of Languages and Linguistics;

Ben Daniel Motidyang, Associate Member, Department of Languages and Linguistics

    8.2 How does the department plan to handle the additional teaching or administrative workload:

        Part of the instructor's academic load.

    8.3 Are sufficient library or other research resources available for this course:

        Yes

    8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

        None

9. Date of Implementation:

    9.1 To be offered: Annually ☒   Biennially ☐   Alternate Years ☐   Other ☐

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): 01·12·14

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

_____
(Authorizing College Signature (of the home academic unit))

_____
(Name of Person Signing Above - PLEASE PRINT)

Linguistic Course Proposal
LING 804.3
Research Methods for Language Teachers and Applied Linguistics

Course Description:
This course introduces graduate students to the fundamentals of research methods employed in experimental linguistics and applied linguistics. It provides students with an understanding of research design principles and gives them hands-on experience with quantitative methods for analysing linguistic data, focusing on the analytic techniques employed in natural language data processing. The range of concepts covered in class includes automated syntactic parsing, text classification, information extraction, tagging, and summarization. The students will also benefit from learning or reinforcing their previous knowledge of some data processing computer software packages, such as SPSS and Excel.

Learning Outcomes:
By the end of this course, learners will have developed:
- a general understanding of types of data in linguistics.
- a basic understanding of inferential approaches to data analysis
- an understanding of the fundamental logic of experiment design
- skills for designing hypotheses and testing them
- different techniques for summarizing quantitative linguistic data.
- an awareness of different software tools for analysing data.
- knowledge, skills, and techniques necessary to develop surveys and interviews
- an ability to critically read and understand published research

Course Overview:

Class Schedule:

- i. Introduction to Analytical Methods for Linguistic Data
- ii. Quantitative Research Approaches for Analysis of Linguistic Data
- iii. Types of Data in Linguistics
- a. Analyzing numerical data
- b. Analyzing Corpus data
- iv. Designing Experiments
- v. Experimental Design
- vi. Quasi-Experimental Design
- vii. Designing Questionnaires
- viii. Developing and testing research hypotheses
- ix. Collecting Linguistic Data **Midterm**
- x. Annotating/coding Linguistic Data
- xi. Processing Images, Sounds and Videos
- xii. Describing and Presenting Linguistic Data
- xiii. Presenting Linguistic Data in Graphs and Tables
- xiv. Text categorization and clustering

Instructor Information:
Name: Peter Wood
Contact: E-mail: peter.wood@usask.ca, or phone: 966-7814
Office hours: T, Th, 1.00 - 2.00 pm

Required Resources:

A course website preferably using Blackboard Course Management System will be made available in the beginning of the semester. The website will host learning materials covered in the class and online resources as well as tools and software for doing data analysis. Further, the website will serve as an interactive platform for communication and knowledge sharing among students and the instructor.

Grading Scheme: 61

1	Research Paper	30 %
2	Midterm Exam	30 %
3	Final Exam	40%
	Total	100%

Evaluation Components:
1: Research paper:
Value: 30%.
Due Date: Last day of classes.
Type: A research paper meeting the standards of papers published in Linguistics, in which students demonstrate familiarity with the material covered in the course and the ability to plan and carry out quantitative reserach in Linguistics (20-25 pages, double spaced).
Description: Students will be required to write a research paper in which they use adequate quntitative methods introduced in the course. Rather than requiring students to apply for ethics approval, the analysis can be based on publicly available material. The paper has to meet academic standards in terms of structure (mandatory components are: introduction outlining research question and methodology, literature review, description of the data, analysis, results, conclusion, references), format, and language. It has to show the student's ability to form a stringent argument based on the data collected, other research, and publications in the field, as well as the student's ability to assess the implications of the study within the discipline.

2.: Midterm:
Value: 30%
Date: Week 10
Length: 90 minutes
Type: Invigilated, closed book
25% multiple choice questions
25% short answers
50% essay type components testing students' critical thinking skills in application to theoretical frameworks and methodologies covered in class.
Description: The midterm exam will test the students' level of familiarity with topics, concepts, and analytical methods introduced in the first 8 weeks of the course.

3. Final exam:
Value: 40%.
Date: Please see the section "Final Examination Scheduling" below
Length: 3 hours
Type: Invigilated, closed book
25% multiple choice questions
25% short answers
50% essay type components testing students' critical thinking skills in application to theoretical frameworks and methodologies covered in class.
Description: The final exam will test the students' level of familiarity with concepts, topics, and analytical methods introduced in the course.

Course Creation Information Form
To be completed by the College or Department
(version: August 2010)

Email completed forms to: Seanine.Warrington@usask.ca
                                  Academic Services & Financial Assistance
                                  Student & Enrolment Services Division

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge.

For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).

Main Block

Subject	Linguistics
Course Number	806.3
Term from which this course will become effective: 1st	
Month: (September)	**Year: 2015**

Information Block

What is the academic college to which this course belongs?	Arts and Science
What is the department or school within that college that has jurisdiction over this course?	Religion and Culture
If there is a prerequisite waiver, who is responsible for signing it? D – Instructor/Dept Approval H – Department Approval I – Instructor Approval	I
What is the academic credit unit weight of this course?	3
Is this course supposed to attract tuition charges? If so, how much? (use tuition category)	standard
Do you allow this course to be repeated for credit? (Y/N)	N
How should this course be graded? C – Completed Requirements *(Completed Requirements, Fail, IP, In Progress)* N – Numeric/Percentage *(0 – 100%)* P – Pass/Fail *(Pass, Fail, In Progress)* S – Special [please specify if not NA] *(NA – Grade Not Applicable)*	N

Schedule Types
Schedule Types that can be used for sections that fall under this course:
(Indicate all possible choices. Please Grey out all possible choices)   **N/A**

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
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MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

Detailed Information
What attributes would be assigned to this course (would apply to all sections under the course)?
Please Grey out all attributes you want attached to the course: **N/A**

1. Informational (will display in student self-service)

ABGR	Restricted to Aboriginal Students	EDSE	Education - Secondary
ABJC	For Abor Justice Students Only	FEEM	Materials Fee
AFYP	Aboriginal 1st Year Exp Prog	GDI	Gabriel Dumont Institute
AGDP	Agricultural Diploma Program	HLAN	Heritage Languages Class
ALTL	Laboratory on Alternate Weeks	INDS	Independent Studies Class
ALTT	Tutorial on Alternate Weeks	ITEP	ITEP Class
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AUD1	Audit Allowed with Permission	MIT	Master of International Trade
AUDX	Audit Not Allowed	MSEP	Math Science for Aboriginal St
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CAP	Cert in Agriculture Program	NEPS	NEPS Student Fees Exempt
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OC10	Off Campus-SIAST (Moose Jaw)		STEP	SUNTEP Class
OC11	Off Campus-Southeast (Weyburn)		STM	St. Thomas Moore College Class
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PHC	Prairie Horticulture Cert		TEFL	Teaching English Foreign Lang
PPRA	Education - Post Practicum		TESL	Teaching English 2nd Language
REL1	Restriction Released Early Aug		TRNS	University Transition Class
REL2	Opened When Prev Section Full		UARC	UArctic
ROYW	Royal West Campus		WEB	Class is Offered On-Line Only
SIA	Sask Intercultural Association		XCHG	Academic Exchange Program

2. MTX: Can this course be offered as a multi-term course?

YES	No NO

3. ON or OFF attributes are attached to courses that should be treated as on/off campus for student fee purposes. (These will not display in student self-service)

OFF	Off Campus Class	ON	On Campus

4. Zero Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.

NOAC	No Academic Credit

5. **For the College of Arts and Science only:** To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
NASC	Natural Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Course Syllabus
Long Title

Course Long Title (maximum 100 Characters) (Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [' " ; : , $ & @ ! ? / + - = % #( )]
Syntax and morphology for applied linguists

Course Description

Course Description (please limit to 150 words or less)
This course introduces students to contemporary theories of syntax and morphology, discusses their role in foreign language teaching and learning and introduces methodologies that aim at instructing learners on syntactic and morphological rules.

Registration Information

*Please note that changes to prerequisites, corequisites, and course equivalents must be approved through University Course Challenge):

Formerly:	
Permission required:	
Restriction(s): course only open to students in a specific college, program/degree, major, year in program	
Prerequisite(s): course(s) that must be completed prior to the start of this course*	
Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course*	
Corequisite(s): course(s) that must be taken at the same time as this course*	
Notes: recommended courses, course repeat restrictions/content overlap, other additional course information	
Exam Exempt Y or N	

	N

Equivalent Courses*

Please list the course(s) that you consider to be equivalent to this course. To be considered equivalent, the course must meet the following criteria:	**N/A**

Please list the course(s) that you consider to be equivalent to this course. To be considered equivalent, the course must meet the following criteria:

   1) If a student has received credit for the equivalent course, s/he should not be eligible to register for the course for which this form is being completed.
   2) The equivalent course must be able to be used in place of the course for which this form is being completed when the system does prerequisite checking and degree audit checking.

For degree audit checking, this means:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

Please contact us about any concerns regarding this standard practice.

Information For Display In The Calendar Only
Please refer to the Key to Course Descriptions at:
http://www.usask.ca/calendar/registration/registration/coursenumbering/

Calendar Credit Units (e.g. 110.**6**)	806.3
Calendar Term Hour Listing (e.g. **3L-2P**)	3L

UNIVERSITY OF SASKATCHEWAN

GSR 400.1

New Graduate

College of Graduate Studies and Research

Course Proposal

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad.studies@usask.ca

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In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes   (must complete section 6.1)   No

Basic information about the proposed course:

1. Department/Unit: Religion and Culture   College of: Arts & Science

2.

        V. Makarova
        (Authorizing Unit Head - PLEASE PRINT)   (Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

    3.1   Label and number of course: LING 806.3

    3.2   Title of course: Syntax and Morphology for Applied Linguists

    3.3   Total Hours: Lecture: 11

                    Seminar: 22

                    Lab:

                    Tutorial:

                    Other:

    3.4   Weekly Hours: Lecture: 1

                    Seminar: 2

                    Lab:

                    Tutorial:

                    Other:

    3.5   Term in which it will be offered: T1

    3.6   Prerequisite: Registration in Graduate Program

    3.7   Calendar description (not more than 50 words):

            This course introduces students to contemporary theories of syntax and morphology, discusses their role in foreign language teaching and learning and introduces teaching methodologies that aim at instructing learners on syntactic and morphological rules.

4. Rationale for introducing this course:

    This course is a required course in the proposed MA in Applied Linguistics.

5. Impact of this course:

5.1   Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

        No   Yes (Please list):

5.2   Were any other academic units asked to review or comment on the proposal?

        No   Yes (Please attach correspondence)

5.3   Will the offering of this course lead to the deletion or modification of any other course(s)?

        No   Yes (Please list): _____

5.4   Course(s) for which this graduate course will be a prerequisite?

        None

5.5   Is this course to be required by your graduate students, or by graduate students in another program?

        No   Yes (Please list):   MA Applied Linguistics

Course Information.   (Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/)

    Checklist: Course objectives need to be clearly stated
                        Description of and Activities for Evaluation must be listed
                        Course Outline (syllabus) with Reading List must be included
                        Percentage of Total Mark for each evaluation listed
                            If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at http://www.usask.ca/cgsr/prospective_students/forms.php http://www.usask.ca/cgsr/forms.php
                        Professor must be a member of the Graduate Faculty

6.1   EXAM EXEMPTION: Please note, if there is no final exam or if the final examination is worth less than 30% of the final grade please provide a brief statement which explains why a final examination is inappropriate for this course.

7. Enrolment:

   7.1   Expected Enrolment: 5-15

   7.2   From which colleges/programs: Arts and Science

8. Resources:

   8.1   Proposed instructor(s) (Please include qualifications):

   Peter Wood, Assistant Professor, Department of Languages and Linguistics

   8.2   How does the department plan to handle the additional teaching or administrative workload:

   The resources have been confirmed by the Department and the College. The course will be   a part of the assignment of duties of the full-time faculty

   8.3   Are sufficient library or other research resources available for this course:

   Yes

   8.4   Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

   No

9. Date of Implementation:

    9.1 To be offered: Annually   Biennially   Alternate Years   Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit):   01·12·14

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

_____
(Authorizing College Signature (of the home academic unit)

_____
(Name of Person Signing Above - PLEASE PRINT)

Form version April 2009

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Linguistic Course Proposal
LING 806.3
Syntax and Morphology for Applied Linguists

Course Description:
This course introduces students to contemporary theories of syntax and morphology, discusses their role in foreign language teaching and learning, and introduces teaching methodologies for teaching morphological and syntactic rules.
We will learn about contemporary theories of syntax and morphology, such as the Minimalist Program, HPSG, LFG, and the Easier Syntax approach. After considering the role of grammar in various teaching paradigms, we will examine theories of syntactic and morphological acquisition in second language learning and consider how to integrate these theories into a modern foreign language syllabus.

Learning Outcomes:
By the completion of this course, students will be expected to:
- be familiar with the most important contemporary syntactic theories
- be familiar with the most important contemporary morphological theories
- be able to situate form focused instruction in contemporary language teaching paradigms
- be familiar with a range of form focused teaching methodologies

Course Overview:

Class Schedule:

1	Morphology I: inflectional morphology
2	Morphology II: derivational morphology
3	Morphology III: theoretical frameworks
4	Syntax I: transformational syntax
5	Syntax II: HPSG, LFG, Simpler Syntax
6	Syntax III: Construction Grammar
7	Grammar and Teaching Paradigms I: grammar translation, direct method, audio-lingual approach
8	Grammar and Teaching Paradigms II: TPR, Silent Way, Whole Language, etc.
9	Form Focused Instruction (Ellis text)
10	Teaching Grammar I
11	Teaching Grammar II
12	Testing and Assessment
13	Evaluating Teaching Material and Textbooks

Instructor Information:
Name: Peter Wood
Contact: E-mail: peter.wood@usask.ca, or phone: 966 7814

Office hours: T, Th, 1.00 - 2.00 pm
Required Resources:

Required Readings:
Sag, I. A., Wasow, T., & Bender, E. M. (2003). Syntactic Theory: A Formal Introduction (2nd ed.). Stanford: CSLI Publications.

Booij, G. (2005). The Grammar of Words. Oxford: OUP.

Ellis, R. (2008). The Study of Second Language Acquisition. Oxford: OUP, pp. 837-906

Larsen-Freeman, Diane (1991). Teaching Grammar. In: M. Celce-Murcia(Ed.) Teaching English as a Second or Foreign Language. 2nd Edition. New York: Newbury House / Harper Collins, pp. 279-296

Culicover, Peter W. and Jackendoff, Ray (2006). The simpler syntax hypothesis. In: Trends in Cognitive Sciences 10(9), pp. 413-418.

Recommended Readings:

Culicover, P. (2009). Natural Language Syntax. Oxford: OUP.

Culicover, P., & Jackendoff, R. (2005). Simpler Syntax. Oxford: OUP.

Chomsky, N. (1957). Syntactic Structures. The Hague: Mouton.

Chomsky, N. (1965). Aspects of the Theory of Syntax. Cambridge,MA: MIT press.

Chomsky, N. (1995). The Minimalist Program. Boston: MIT press.

Bresnan, J. (2001). Lexical-Functional Syntax. Oxford: Blackwell.

Larsen-Freeman, D., & Long, M. (1990). An Introduction to Second Language Acquisition Research. London: Longman.

Katamba, F. (1994). English Words. London: Routledge.

Scalise, S. (1984). Generative Morphology. Dordrecht: Foris.

Schmidt, R. (1990). The Role of Consciousness in Second Language Learning. Applied Linguistics, 11(2), 129.

Schmidt, R. (1994). Deconstructing Consciousness in Search of a Useful Definition for Applied Linguistics. AILA Review, 11, 11–26.

Schmidt, R. (2001). Attention. In P. Robinson (Ed.), Cognition and Second Language Instruction. Cambridge: CUP.

Singleton, D. (1999). Exploring the Second Language Mental Lexicon. Cambridge: CUP.
Pollard, C. J., & Sag, I. A. (1987). Information-Based Syntax and Semantics. Volume 1. Stanford University: CSLI Publications.

Pollard, C. J., & Sag, I. A. (1994). Head-Driven Phrase Structure Grammar. Chicago: University of Chicago Press.

Pienemann, M. (1998). Language Processing and Second Language Development: Processability Theory. Amsterdam: J. Benjamins.

Giegerich, H. (1999). Lexical Strata in English: Morphological Causes, Phonological Effects. Cambridge: CUP.

Cook, V. (2003). Linguistics and Second Language Acquisition: One Person with Two Languages. In M. Aronoff & J. Rees-Miller (Eds.), The Handbook of Linguistics (pp. 488–511). Oxford:

Blackwell.

Cook, V., & Newson, M. (2007). Chomsky's Universal Grammar: an Introduction (3rd ed.). Oxford: Blackwell.

Anglin, J. M., Miller, G. A., & Wakefield, P. C. (1993). Vocabulary Development. A Morphological Analysis (Vol. 58) (No. 10). New York: Monographs of the Society for Research in Child Development.

Bauer, L. (1988). Intoducing Linguistic Morphology. Edinburgh: Edinburgh University Press.

Bauer, L. (1998). When is a Sequence of Noun + Noun a Compound in English? English Language and Linguistics, 2, 65-86.

Supplementary Resources:
Additional material may be provided via the course website, or as handouts during classes.

Grading Scheme:

1	Research Paper	30 %
2	Midterm Exam	30 %
3	Final Exam	40 %
	Total	100%

Evaluation Components:
1. Research paper:
Value: 30%.
Due Date: Last day of classes
Type: A research paper meeting the standards of papers published in Linguistics, in which students demonstrate familiarity with the material covered in the course and the ability to plan and carry out research (20-25 pages, 12pt font, double-spaced).
Description: Students will be required to write a research paper in which they critically discuss the role of syntax and morphology in a teaching methodology, a textbook, or a language learning software. The paper has to meet academic standards in terms of structure (mandatory components are: introduction outlining research question and methodology, literature review, description of the data, analysis, results, conclusion, references), format, and language. It has to show the student's ability to form a stringent argument that is supported by original data, other research, and publications in the field, as well as the student's ability to assess implications of their study within the discipline.

2. Midterm:
Value: 30%
Date: Week 10
Length: 90 minutes
Type: Invigilated, closed book
25% multiple choice questions
25% short answers
50% essay type components testing students' ability to think critically about the theoretical frameworks and methodologies covered in class.
Description: The midterm exam will test the students' level of familiarity with topics, concepts, and analytical methods introduced in the first 8 weeks of the course.

3. Final exam:
Value: 40%.
Date: Please see the section "Final Examination Scheduling" below
Length: 3 hours
Type: Invigilated, closed book
25% multiple choice questions
25% short answers
50% essay type components testing students' ability to think critically about the theoretical frameworks and methodologies covered in class.
Description: The final exam will test the students' level of familiarity with concepts, topics, and analytical methods introduced in the course.

Course Creation Information Form
To be completed by the College or Department
(version: August 2010)

Email completed forms to: Seanine.Warrington@usask.ca
Academic Services & Financial Assistance
Student & Enrolment Services Division

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge.

For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).

Main Block

Subject	Linguistics
Course Number	808.3
Term from which this course will become effective: 1st	
Month: (September)	**Year: 2015**

Information Block

What is the academic college to which this course belongs?	CGSR
What is the department or school within that college that has jurisdiction over this course?	Languages and Linguistics, ICCC
If there is a prerequisite waiver, who is responsible for signing it? D – Instructor/Dept Approval H – Department Approval I – Instructor Approval	I
What is the academic credit unit weight of this course?	3
Is this course supposed to attract tuition charges? If so, how much? (use tuition category)	standard
Do you allow this course to be repeated for credit? (Y/N)	N
How should this course be graded? C – Completed Requirements *(Completed Requirements, Fail, IP, In Progress)* N – Numeric/Percentage *(0 – 100%)* P – Pass/Fail *(Pass, Fail, In Progress)* S – Special [please specify if not NA] *(NA – Grade Not Applicable)*	N

Schedule Types

Schedule Types that can be used for sections that fall under this course:
(Indicate all possible choices. Please Grey out all possible choices)   **N/A**

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

Detailed Information

What attributes would be assigned to this course (would apply to all sections under the course)?
Please Grey out all attributes you want attached to the course: **N/A**

1. Informational (will display in student self-service)

ABGR	Restricted to Aboriginal Students	FEEM	Materials Fee
ABJC	For Abor Justice Students Only	GDI	Gabriel Dumont Institute
AFYP	Aboriginal 1st Year Exp Prog	HLAN	Heritage Languages Class
AGDP	Agricultural Diploma Program	INDS	Independent Studies Class
ALTL	Laboratory on Alternate Weeks	ITEP	ITEP Class
ALTT	Tutorial on Alternate Weeks	LSC	Labour Studies Certificate
AROL	Active for Roll Purposes Only	MIT	Master of International Trade
AUD1	Audit Allowed with Permission	MSEP	Math Science for Aboriginal St
AUDX	Audit Not Allowed	MT1	1st Half of a Multi-term Class
BAC	Business Admin Certificate	MT2	2nd Half of a Multi-term Class
BLBD	Uses Blackboard Web Tools	NEP1	NEPS Class w/ Student Fees
CACE	Cert in Adult & Continuing Ed	NEPS	NEPS Student Fees Exempt
CAP	Cert in Agriculture Program	NTEP	NORTEP Class
CCDE	Centre for Cont & Distance Ed	OC01	Off Campus-Prince Albert
CIBA	CIBA Class for Aboriginals	OC02	Off Campus-Carlton Trail RC
EC01	Elementary Cohort - Alpha	OC03	Off Campus-Cumberland College
EC02	Elementary Cohort - Beta	OC04	Off Campus-Great Plains (SC)
EC03	Elementary Cohort - Chi	OC05	Off Campus-Great Plains (Kind)
EC04	Elementary Cohort - Delta	OC06	Off Campus-Lakeland College
EC05	Middle Cohort - Gamma	OC07	Off Campus-North West RC (NB)
EC06	Middle Cohort - Kappa	OC08	Off Campus-Northlands College
EDEM	Elem and Middle Programs Only	OC09	Off Campus-Parkland (Yorkton)
EDPP	Education - Pre Practicum	OC10	Off Campus-SIAST (Moose Jaw)
EDSE	Education - Secondary	OC11	Off Campus-Southeast (Weyburn)

PGCL	Post-Grad Clinical		STM	St. Thomas Moore College Class
PHC	Prairie Horticulture Cert		STP	St. Peters College Muenster SK
PPRA	Education - Post Practicum		TEFL	Teaching English Foreign Lang
REL1	Restriction Released Early Aug		TESL	Teaching English 2nd Language
REL2	Opened When Prev Section Full		TRNS	University Transition Class
ROYW	Royal West Campus		UARC	UArctic
SIA	Sask Intercultural Association		WEB	Class is Offered On-Line Only
STEP	SUNTEP Class		XCHG	Academic Exchange Program

2. MTX: Can this course be offered as a multi-term course?

YES	No NO

3. ON or OFF attributes are attached to courses that should be treated as on/off campus for student fee purposes. (These will not display in student self-service)

OFF	Off Campus Class	ON	On Campus

4. Zero Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.

NOAC	No Academic Credit

5. **For the College of Arts and Science only:** To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
NASC	Natural Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Course Syllabus
Long Title

Course Long Title (maximum 100 Characters) (Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [' " ; : , $ & @ ! ? / + - = % #( )]
Ling 808.3. Cultural components in language research and teaching

Course Description

Course Description (please limit to 150 words or less)
This course explores the interactions between language and culture with the focus on applied linguistic research as well as on second langue learning and teaching Canadian culture to language learners.

Registration Information

*Please note that changes to prerequisites, corequisites, and course equivalents must be approved through University Course Challenge):

Formerly:	
Permission required:	
Restriction(s): course only open to students in a specific college, program/degree, major, year in program	
Prerequisite(s): course(s) that must be completed prior to the start of this course*	
Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course*	
Corequisite(s): course(s) that must be taken at the same time as this course*	
Notes: recommended courses, course repeat restrictions/content overlap, other additional course information	
Exam Exempt Y or N	N

Equivalent Courses*

Please list the course(s) that you consider to be equivalent to this course. To be considered equivalent, the course must meet the following criteria: 1) If a student has received credit for the equivalent course, s/he should not be eligible to register for the course for which this form is being completed. 2) The equivalent course must be able to be used in place of the course for which this form is being	**N/A**

completed when the system does prerequisite checking and degree audit checking. For degree audit checking, this means: • If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program. • If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement. Please contact us about any concerns regarding this standard practice.	

Information For Display In The Calendar Only
Please refer to the Key to Course Descriptions at:
http://www.usask.ca/calendar/registration/registration/coursenumbering/

Calendar Credit Units (e.g. 110.**6**)	808.3
Calendar Term Hour Listing (e.g. **3L-2P**)	3L

Additional Notes

UNIVERSITY OF SASKATCHEWAN

College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad.studies@usask.ca

GSR 400.1
New Graduate
Course Proposal

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes ☐ **(must complete section 6.1)**   No ☒

Basic information about the proposed course:

1. Department/Unit: <u>Religion and Culture</u>   College of: <u>Arts & Science</u>

2.
   V. Makarova
   (Authorizing Unit Head - PLEASE PRINT)   (Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

   3.1 Label and number of course: <u>LING 808.3</u>

   3.2 Title of course: <u>Cultural components in Language teaching</u>

   3.3 Total Hours: Lecture: <u>33</u>

   Seminar: _____

   Lab: _____

   Tutorial: _____

   Other: _____

   3.4 Weekly Hours: Lecture: <u>3</u>

   Seminar: _____

   Lab: _____

   Tutorial: _____

   Other: _____

   3.5 Term in which it will be offered: T1 ☐   T2 ☒   T1 or T2 ☐   T1 and T2 ☐

   3.6 Prerequisite: Registration in Graduate Program

   3.7 Calendar description (not more than 50 words):

   This course explores the interactions between language and culture with the focus on second language learning and teaching Canadian culture to language learners.

4. Rationale for introducing this course:

   This course is an elective course in the proposed MA in Applied Linguistics.

5. Impact of this course:

   5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?
   No ☒   Yes **(Please list)**:

   5.2 Were any other academic units asked to review or comment on the proposal?
   No ☒   Yes **(Please attach correspondence)** ☐

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5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?
No ☒ Yes **(Please list)**: _____

5.4 Course(s) for which this graduate course will be a prerequisite?
None

5.5 Is this course to be required by your graduate students, or by graduate students in another program?
No ☒ Yes **(Please list)**:

6. Course Information. **(Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/)**

Checklist: ☒ Course objectives need to be clearly stated
☒ Description of and Activities for Evaluation must be listed
☒ **Course Outline** (syllabus) with **Reading List** must be included
☒ Percentage of Total Mark for each evaluation listed
☐ If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at http://www.usask.ca/cgsr/prospective_students/forms.php
☒ Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION**: Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.

7. Enrolment:
7.1 Expected Enrolment: 5-15
7.2 From which colleges/programs: Arts and Science

8. Resources:
8.1 Proposed instructor(s) (Please include qualifications):

Richard Julien, Associate Professor, Department of Languages and Linguistics;

Sarah Hoffman, Associate Professor, Department of Philosophy
8.2 How does the department plan to handle the additional teaching or administrative workload:
Part of the instructor's academic load.
8.3 Are sufficient library or other research resources available for this course:
Yes
8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):
None

9. Date of Implementation:
9.1 To be offered: Annually ☐   Biennially ☐   Alternate Years ☒   Other ☐

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): 01·12·14

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

_____
(Authorizing College Signature (of the home academic unit)

_____
(Name of Person Signing Above - PLEASE PRINT)

Form version April 2009

Linguistic Course Proposal
LING 808.3
Cultural Components in Language Research and Teaching

Course Description:
This course explores the interactions between language and culture with a focus on applied linguistic research, second language learning, and teaching Canadian culture to language learners.

Learning Outcomes:
By the completion of this course, students will be expected to:
- be familiar with various anthropological approaches to the study of language
- understand how language both reflects and shapes thought, culture, and power
- be able to apply the concepts studied in class to everyday experiences with language

Course Overview:

Class Schedule:
Weeks 1-2.
Cultural theories. Language planning ideologies. Global English and Local languages. Linguistic Imperialism theory.

Weeks 3-4. Language classroom as a scene of cross-cultural interaction. Culture bumps. Native speakers and local learners; centrally developed materials and local cultures. Teaching language or teaching culture and mode of behavior: a dilemma of ethics and purpose.

Weeks 5-6. Language and culture. The Whorfian hypothesis and beyond. Cultural influences at different structural levels of language

Weeks 7-8. Ethnography of communication. Cultural specifics of discourse. Aspects of intercultural communication.

Weeks 9-12. Focus on learning and teaching Canadian culture in the second language classroom. Physical, cultural, political, legal and social challenges of language teaching in Canada. Provincial mechanisms for regulating language learning. Aspects of Canadian culture and ways of integrating them into a language classroom.

Instructor Information:
Name: Veronika Makarova
Contact: E-mail: v.makarovad@usask.ca, or phone: 966 5641
Office hours: M, W, 1.00 - 2.00 pm

Required Resources:

Readings:
Byram, M. and Fleming, M. (1999). Language Learning in Intercultural Perspective: Approaches through drama and ethnography. Cambridge: CUP

Canagarajah, A. Suresh (1999). Resisting Linguistic Imperialism in English Teaching. Oxford: Oxford University Press

Holliday, Adrian (2005). Struggle to Teach English as an International Language. Oxford: Oxford

University Press.

Pennycook, Alastair (2006). Global Englishes and Transcultural Flows. Routledge.

Phillipson, Robert (1992). Linguistic Imperialism. Oxford: Oxford University Press

Phillipson, Robert [ed.] (2000). Rights to Language. Lawrence Erlbaum Associates.

Ricento, Thomas [ed.] (2000). Ideology, Politics, and Language Policies. John Benjamins

Sharifian, F. and Palmer, G. B (Eds.) (2007). Applied Cultural Linguistics: Implications for second language learning and intercultural communication. John Benjamins

Sonntag, Selma K. (2003). The Local Politics of Global English. Lexington Books.

Valdes, M-J. (1986). Culture Bound. Cambridge: CUP

Supplementary Resources:
Additional material may be provided via the course website, or as handouts during classes.

Grading Scheme:

1	Research Paper	30 %
2	Midterm Exam	30 %
3	Final Exam	40 %
	Total	100%

Evaluation Components:
1. Research paper:
Value: 30%.
Due Date: Last day of classes
Type: A research paper meeting the standards of papers published in Linguistics, in which students demonstrate familiarity with the material covered in the course and the ability to plan and carry out research (20-25 pages, 12pt font, double-spaced).
Description: Students will be required to write a research paper in which they critically evaluate a teaching method of their choice with respect to cultural context. The paper has to meet academic standards in terms of structure (mandatory components are: introduction outlining research question and methodology, literature review, description of the data, analysis, results, conclusion, references), format, and language. In addition, it has to show the student's ability to form a stringent argument that is supported by original data, other research, and publications in the field, as well as the student's ability to assess implications of their study within the discipline.

2. Midterm:
Value: 30%
Date: Week 10
Length: 90 minutes
Type: Invigilated, closed book
25% multiple choice questions
25% short answers
50% essay type components testing students' ability to apply critical thinking skills to theoretical frameworks and methodologies covered in class.

Description: The midterm exam will test the students' level of familiarity with topics, concepts, and analytical methods introduced in the first 8 weeks of the course.

3. Final exam:
Value: 40%.
Date: Please see the section "Final Examination Scheduling" below
Length: 3 hours
Type: Invigilated, closed book
25% multiple choice questions
25% short answers
50% essay type components testing students' ability to apply critical thinking skills to theoretical frameworks and methodologies covered in class.
Description: The final exam will test the students' level of familiarity with topics, concepts, and analytical methods introduced in the course.

Course Creation Information Form
To be completed by the College or Department
(version: August 2010)

Email completed forms to: Seanine.Warrington@usask.ca
                                 Academic Services & Financial Assistance
                                 Student & Enrolment Services Division

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge.

For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).

Main Block

Subject	Linguistics
Course Number	810.3
Term from which this course will become effective: 1st	
Month: (January)	**Year: 2015**

Information Block

What is the academic college to which this course belongs?	Arts & Science
What is the department or school within that college that has jurisdiction over this course?	Religion and Culture
If there is a prerequisite waiver, who is responsible for signing it? D – Instructor/Dept Approval H – Department Approval I – Instructor Approval	N/A
What is the academic credit unit weight of this course?	3
Is this course supposed to attract tuition charges? If so, how much? (use tuition category)	standard
Do you allow this course to be repeated for credit? (Y/N)	N
How should this course be graded? C – Completed Requirements *(Completed Requirements, Fail, IP, In Progress)* N – Numeric/Percentage *(0 – 100%)* P – Pass/Fail *(Pass, Fail, In Progress)* S – Special [please specify if not NA] *(NA – Grade Not Applicable)*	N

Schedule Types
Schedule Types that can be used for sections that fall under this course:
(Indicate all possible choices. Please Grey out all possible choices)   **N/A**

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

Detailed Information
What attributes would be assigned to this course (would apply to all sections under the course)?
Please Grey out all attributes you want attached to the course: **N/A**

1. Informational (will display in student self-service)

ABGR	Restricted to Aboriginal Students	EDPP	Education - Pre Practicum
ABJC	For Abor Justice Students Only	EDSE	Education - Secondary
AFYP	Aboriginal 1st Year Exp Prog	FEEM	Materials Fee
AGDP	Agricultural Diploma Program	GDI	Gabriel Dumont Institute
ALTL	Laboratory on Alternate Weeks	HLAN	Heritage Languages Class
ALTT	Tutorial on Alternate Weeks	INDS	Independent Studies Class
AROL	Active for Roll Purposes Only	ITEP	ITEP Class
AUD1	Audit Allowed with Permission	LSC	Labour Studies Certificate
AUDX	Audit Not Allowed	MIT	Master of International Trade
BAC	Business Admin Certificate	MSEP	Math Science for Aboriginal St
BLBD	Uses Blackboard Web Tools	MT1	1st Half of a Multi-term Class
CACE	Cert in Adult & Continuing Ed	MT2	2nd Half of a Multi-term Class
CAP	Cert in Agriculture Program	NEP1	NEPS Class w/ Student Fees
CCDE	Centre for Cont & Distance Ed	NEPS	NEPS Student Fees Exempt
CIBA	CIBA Class for Aboriginals	NTEP	NORTEP Class
EC01	Elementary Cohort - Alpha	OC01	Off Campus-Prince Albert
EC02	Elementary Cohort - Beta	OC02	Off Campus-Carlton Trail RC
EC03	Elementary Cohort - Chi	OC03	Off Campus-Cumberland College
EC04	Elementary Cohort - Delta	OC04	Off Campus-Great Plains (SC)
EC05	Middle Cohort - Gamma	OC05	Off Campus-Great Plains (Kind)
EC06	Middle Cohort - Kappa	OC06	Off Campus-Lakeland College
EDEM	Elem and Middle Programs Only	OC07	Off Campus-North West RC (NB)

OC08	Off Campus-Northlands College
OC09	Off Campus-Parkland (Yorkton)
OC10	Off Campus-SIAST (Moose Jaw)
OC11	Off Campus-Southeast (Weyburn)
PGCL	Post-Grad Clinical
PHC	Prairie Horticulture Cert
PPRA	Education - Post Practicum
REL1	Restriction Released Early Aug
REL2	Opened When Prev Section Full
ROYW	Royal West Campus

SIA	Sask Intercultural Association
STEP	SUNTEP Class
STM	St. Thomas Moore College Class
STP	St. Peters College Muenster SK
TEFL	Teaching English Foreign Lang
TESL	Teaching English 2nd Language
TRNS	University Transition Class
UARC	UArctic
WEB	Class is Offered On-Line Only
XCHG	Academic Exchange Program

2. MTX: Can this course be offered as a multi-term course?

YES	No NO

3. ON or OFF attributes are attached to courses that should be treated as on/off campus for student fee purposes. (These will not display in student self-service)

OFF	Off Campus Class	ON	On Campus

4. Zero Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.

NOAC	No Academic Credit

5. **For the College of Arts and Science only:** To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
NASC	Natural Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Course Syllabus
Long Title

Course Long Title (maximum 100 Characters) (Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [' " ; : , $ & @ ! ? / + - = % #( )]
Special Topics: Language and Gender

Course Description

Course Description (please limit to 150 words or less)
This course focuses on the role of languages in constructing and sustaining gender in different societies around the world. Students will also examine linguistic mechanisms of creating gender division and stereotypes. As well as remedying gender-related inequalities.

Registration Information

*Please note that changes to prerequisites, corequisites, and course equivalents must be approved through University Course Challenge):

Formerly:	
Permission required:	
Restriction(s): course only open to students in a specific college, program/degree, major, year in program	
Prerequisite(s): course(s) that must be completed prior to the start of this course*	
Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course*	
Corequisite(s): course(s) that must be taken at the same time as this course*	
Notes: recommended courses, course repeat restrictions/content overlap, other additional course information	
Exam Exempt Y or N	
	N

Equivalent Courses*

Please list the course(s) that you consider to be equivalent to this course. To be considered equivalent, the course must meet the following criteria: 1) If a student has received credit for the equivalent course, s/he should not be eligible to register for the course for which this form is being completed. 2) The equivalent course must be able to be used in place of the course for which this form is being	**N/A**

completed when the system does prerequisite checking and degree audit checking. For degree audit checking, this means: - If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program. - If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement. Please contact us about any concerns regarding this standard practice.	

Information For Display In The Calendar Only
Please refer to the Key to Course Descriptions at:
http://www.usask.ca/calendar/registration/registration/coursenumbering/

Calendar Credit Units (e.g. 110.**6**)	3
Calendar Term Hour Listing (e.g. **3L-2P**)	3L

Additional Notes

UNIVERSITY OF SASKATCHEWAN

GSR 400.1

New Graduate

College of Graduate Studies and Research

Course Proposal

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad.studies@usask.ca

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In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes (must complete section 6.1) No

Basic information about the proposed course:

1. Department/Unit: <u>Religion and Culture</u>   College of: <u>Arts & Science</u>

2.
   <u>V. Makarova</u>
   (Authorizing Unit Head - PLEASE PRINT)   (Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

   3.1 Label and number of course: <u>LING 810.3</u>

   3.2 Title of course: <u>Language and Gender</u>

   3.3 Total Hours: Lecture: <u>39</u>

                Seminar: _____

                Lab: _____

                Tutorial: _____

                Other: _____

   3.4 Weekly Hours: Lecture: <u>3</u>

                Seminar: _____

                Lab: _____

                Tutorial: _____

                Other: _____

   3.5 Term in which it will be offered: T2

   3.6 Prerequisite: Registration in Graduate Program

   3.7 Calendar description (not more than 50 words):

         This course focuses on the role of languages in constructing and sustaining gender in different societies around the world. Students will also examine linguistic mechanisms of creating gender divisions and stereotypes, as well as remedying gender-related inequalities.

4. Rationale for introducing this course:

   This course is an elective course in the proposed MA in Applied Linguistics.

5. Impact of this course:

5.1   Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

        No   Yes (Please list):

5.2   Were any other academic units asked to review or comment on the proposal?

        No   Yes (Please attach correspondence)

5.3   Will the offering of this course lead to the deletion or modification of any other course(s)?

        No   Yes (Please list): _____

5.4   Course(s) for which this graduate course will be a prerequisite?

        None

5.5   Is this course to be required by your graduate students, or by graduate students in another program?

        No

Course Information.   (Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/)

    Checklist: Course objectives need to be clearly stated
                    Description of and Activities for Evaluation must be listed
                    Course Outline (syllabus) with Reading List must be included
                    Percentage of Total Mark for each evaluation listed
                       If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under *Forms for Graduate Chairs* at http://www.usask.ca/cgsr/prospective_students/forms.phphttp://www.usask.ca/cgsr/forms.php
                    Professor must be a member of the Graduate Faculty

    6.1   EXAM EXEMPTION: Please note, if there is no final exam or if the final examination is worth less than 30% of the final grade please provide a brief statement which explains why a final examination is inappropriate for this course.

7. Enrolment:

    7.1 Expected Enrolment: 5-15

    7.2 From which colleges/programs: Arts and Science

8. Resources:

    8.1 Proposed instructor(s) (Please include qualifications):

    Veronika Makarova, Associate Professor, Department of Languages and Linguistics, Linguistics Program Chair

    8.2 How does the department plan to handle the additional teaching or administrative workload:

    Part of the instructor's academic load.

    8.3 Are sufficient library or other research resources available for this course:

    Yes

    8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

    None

9. Date of Implementation:

    9.1 To be offered: Annually   Biennially   Alternate Years   Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit):   01·12·14

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

_____
(Authorizing College Signature (of the home academic unit)

_____
(Name of Person Signing Above - PLEASE PRINT)

Linguistic Course Proposal
LING 810.3
Language and Gender

Course Description:
This course focuses on the role of languages in constructing and sustaining gender in different societies around the world. Students will also examine linguistic mechanisms of creating gender divisions and stereotypes, as well as remedying gender-related inequalities.

Learning Outcomes:
By the completion of this course, students will be expected to:
- have acquired the research background and methodology for studying gender-related issues in linguistics and applied linguistics
- be able to conduct gender-related research in language and language teaching

Course Overview:

Class Schedule:
Weeks 1-2. Topic: Constructing Gender. Reading: Text, Ch. 1, pp 9-51.
Content: the difference between sex and gender, number of human genders, masculinity, femininity and intersex, social construction of gender in family and social learning.

Week 3. Topic: Linking the Linguistic and the Social. Reading: Text, Ch. 2, pp 52-83.
Content: linguistic resources of gender expression, stereotypes of gender expression, speech situations and events, conversational styles (an overview).

Week 4. Topic: Organizing Talk. Reading: Text, Ch. 3, pp 91-128.
Content: overview of speech events, gender-specific organization of speech events.

Week 5. Topic: Making Social Moves. Reading: Text, Ch. 4, pp 129-156.
Content: overview of Speech Act Theory, gender-specific preference of speech acts.

Week 6. Topic: Positioning Ideas and Subjects. Reading: Text, Ch. 5, pp 157-191.
Content: Deference, respect, engagement, commitment, support, directness and indirectness in relationship to gender.

Week 7. Topic: Implied Meaning. Reading: Text, Ch. 6, pp 192-227.
Content: Aspects of meaning in communication practice, assignment of roles in communication, GLBT metaphor.

Week 8. Topic: Gendered categories. Reading: Text, Ch. 7, pp 228-265.
Content: categories related to gender and their expression in language, categories in genderized discourse, new gender-related categories and their reflection in language.

Week 9. Topic: Gender ideologies and language variability. Reading: Text, Ch. 8, pp 266-292.
Content: gender ideologies, gender expression across linguistic varieties (dialects, sociolects and gender expression).

Week 10. **Midterm.** Topic: Stylistics of gender in cyber-space. Reading: Text, Ch 9. pp 305-330.
Content: stylistic studies of gender-specific language of the Internet (dating sites and chat rooms).

Week 11. Gender and language in the workplace. Reading: Handout.
Content: gender-specific language use in the workplace. Sexisms and gender-neutral language.

Week 12. Review. Project presentations.

Instructor Information:
Name: Veronika Makarova
Contact: E-mail: v.makarova@usask.ca, or phone: 966 5641
Office hours: M, W, 1.00 - 2.00 pm

Required Resources:

Required Readings:
Eckert, P. & McConnell-Ginet, S. 2003. Gender and Language. NY: Cambridge University Press

Recommended Readings:

Coates, J. 1998. Language and Gender: A reader.
Talbot, Mary M. 1998. Language and gender: an introduction
Tannen, D. 1994. Gender and discourse. Oxford: Oxford University Press.
Tannen, D. 2001. You just don't understand: Women and men in Conversation. NY: Quill
Tannen, D. 2001. Talking from 9 to 5: Women and Men at Work. NY: Quill.
Weatherall, A. 2002. Gender, language and discourse. Psychology Press.

Supplementary Resources:
Additional material may be provided via the course website, or as handouts during classes.

Grading Scheme:

1	Research Paper	30 %
2	Midterm Exam	30 %
3	Final Exam	40 %
	Total	100%

Evaluation Components:
1. Research paper:
Value: 30%.
Due Date: Last day of classes
Type: A research paper meeting the standards of papers published in Linguistics, in which students demonstrate familiarity with the material covered in the course and the ability to plan and carry out research (20-25 pages 12pt font, double-spaced).
Description: Students will be required to write a research paper based on a study they conduct addressing a research question related to a topic covered in this course. The paper has to meet academic standards in terms of structure (mandatory components are: introduction outlining research question and methodology, literature review, description of the data, analysis, results, conclusion, references), format, and language. It has to show the student's ability to form a stringent argument that is supported by original data, other research, and publications in the field, as well as the student's ability to assess implications of their study within the discipline.

2. Midterm:

Value: 30%
Date: Week 10
Length: 90 minutes
Type: Invigilated, closed book
25% multiple choice questions
25% short answers
50% essay type components testing students' ability to apply critical thinking skills to the frameworks and methodologies covered in class.
Description: The midterm exam will test the students' level of familiarity with the topics, concepts, and analytical methods introduced in the first 8 weeks of the course.

3. Final exam:
Value: 40%.
Date: Please see the section "Final Examination Scheduling" below
Length: 3 hours
Type: Invigilated, closed book
25% multiple choice questions
25% short answers
50% essay type components testing students' ability to apply critical thinking skills to the frameworks and methodologies covered in class.
Description: The final exam will test the students' level of familiarity with the topics, concepts, and analytical methods introduced in the course.

Course Creation Information Form
To be completed by the College or Department
(version: August 2010)

Email completed forms to: Seanine.Warrington@usask.ca
                                  Academic Services & Financial Assistance
                                  Student & Enrolment Services Division

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge.

For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).

Main Block

Subject	Linguistics
Course Number	811.3
Term from which this course will become effective: 1st	
Month: (September)	**Year: 2015**

Information Block

What is the academic college to which this course belongs?	Arts and Science
What is the department or school within that college that has jurisdiction over this course?	Religion and Culture
If there is a prerequisite waiver, who is responsible for signing it? D – Instructor/Dept Approval H – Department Approval I – Instructor Approval	N/A
What is the academic credit unit weight of this course?	3
Is this course supposed to attract tuition charges? If so, how much? (use tuition category)	standard
Do you allow this course to be repeated for credit? (Y/N)	N
How should this course be graded? C – Completed Requirements *(Completed Requirements, Fail, IP, In Progress)* N – Numeric/Percentage *(0 – 100%)* P – Pass/Fail *(Pass, Fail, In Progress)* S – Special [please specify if not NA] *(NA – Grade Not Applicable)*	N

Schedule Types
Schedule Types that can be used for sections that fall under this course:
(Indicate all possible choices. Please Grey out all possible choices)   **N/A**

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
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LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

Detailed Information
What attributes would be assigned to this course (would apply to all sections under the course)?
Please Grey out all attributes you want attached to the course: **N/A**

1. Informational (will display in student self-service)

ABGR	Restricted to Aboriginal Students	EDSE	Education - Secondary
ABJC	For Abor Justice Students Only	FEEM	Materials Fee
AFYP	Aboriginal 1st Year Exp Prog	GDI	Gabriel Dumont Institute
AGDP	Agricultural Diploma Program	HLAN	Heritage Languages Class
ALTL	Laboratory on Alternate Weeks	INDS	Independent Studies Class
ALTT	Tutorial on Alternate Weeks	ITEP	ITEP Class
AROL	Active for Roll Purposes Only	LSC	Labour Studies Certificate
AUD1	Audit Allowed with Permission	MIT	Master of International Trade
AUDX	Audit Not Allowed	MSEP	Math Science for Aboriginal St
BAC	Business Admin Certificate	MT1	1st Half of a Multi-term Class
BLBD	Uses Blackboard Web Tools	MT2	2nd Half of a Multi-term Class
CACE	Cert in Adult & Continuing Ed	NEP1	NEPS Class w/ Student Fees
CAP	Cert in Agriculture Program	NEPS	NEPS Student Fees Exempt
CCDE	Centre for Cont & Distance Ed	NTEP	NORTEP Class
CIBA	CIBA Class for Aboriginals	OC01	Off Campus-Prince Albert
EC01	Elementary Cohort - Alpha	OC02	Off Campus-Carlton Trail RC
EC02	Elementary Cohort - Beta	OC03	Off Campus-Cumberland College
EC03	Elementary Cohort - Chi	OC04	Off Campus-Great Plains (SC)
EC04	Elementary Cohort - Delta	OC05	Off Campus-Great Plains (Kind)
EC05	Middle Cohort - Gamma	OC06	Off Campus-Lakeland College
EC06	Middle Cohort - Kappa	OC07	Off Campus-North West RC (NB)
EDEM	Elem and Middle Programs Only	OC08	Off Campus-Northlands College
EDPP	Education - Pre Practicum	OC09	Off Campus-Parkland (Yorkton)

OC10	Off Campus-SIAST (Moose Jaw)		STEP	SUNTEP Class
OC11	Off Campus-Southeast (Weyburn)		STM	St. Thomas Moore College Class
PGCL	Post-Grad Clinical		STP	St. Peters College Muenster SK
PHC	Prairie Horticulture Cert		TEFL	Teaching English Foreign Lang
PPRA	Education - Post Practicum		TESL	Teaching English 2nd Language
REL1	Restriction Released Early Aug		TRNS	University Transition Class
REL2	Opened When Prev Section Full		UARC	UArctic
ROYW	Royal West Campus		WEB	Class is Offered On-Line Only
SIA	Sask Intercultural Association		XCHG	Academic Exchange Program

2. MTX: Can this course be offered as a multi-term course?

YES	No NO

3. ON or OFF attributes are attached to courses that should be treated as on/off campus for student fee purposes. (These will not display in student self-service)

OFF	Off Campus Class	ON	On Campus

4. Zero Credit Unit courses that possess "deemed" CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.

NOAC	No Academic Credit

5. **For the College of Arts and Science only:** To which program type does this course belong?

FNAR	Fine Arts
HUM	Humanities
NASC	Natural Science
SOCS	Social Science
ARNP	No Program Type (Arts and Science)

Course Syllabus
Long Title

Course Long Title (maximum 100 Characters) (Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [' " ; : , $ & @ ! ? / + - = % #( )]
Advanced Sociolinguistic theory and methods

Course Description

Course Description (please limit to 150 words or less)
This course surveys modern sociolinguistic theories as well as methods of conducting sociolinguistic research, collecting and analyzing sociolinguistic data. The theoretical approaches include linguistic relativism, language variation, sociology of language, social psychology of language, interactional sociolinguistics, ethnomethodology, and variationist sociolinguistics.

Registration Information

*Please note that changes to prerequisites, corequisites, and course equivalents must be approved through University Course Challenge):

Formerly:	
Permission required:	
Restriction(s): course only open to students in a specific college, program/degree, major, year in program	
Prerequisite(s): course(s) that must be completed prior to the start of this course*	
Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course*	
Corequisite(s): course(s) that must be taken at the same time as this course*	
Notes: recommended courses, course repeat restrictions/content overlap, other additional course information	
Exam Exempt Y or N	
	N

Equivalent Courses*

Please list the course(s) that you consider to be equivalent to this course. To be considered equivalent, the course must meet the following criteria: 1) If a student has received credit for the equivalent course, s/he should not be eligible to register for the course for which this form is being completed.	**N/A**

2) The equivalent course must be able to be used in place of the course for which this form is being completed when the system does prerequisite checking and degree audit checking. For degree audit checking, this means: • If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program. • If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement. Please contact us about any concerns regarding this standard practice.	

Information For Display In The Calendar Only
Please refer to the Key to Course Descriptions at:
http://www.usask.ca/calendar/registration/registration/coursenumbering/

Calendar Credit Units (e.g. 110.**6**)	811.3
Calendar Term Hour Listing (e.g. **3L-2P**)	2L1S

Additional Notes

UNIVERSITY OF SASKATCHEWAN

College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad.studies@usask.ca

GSR 400.1
New Graduate
Course Proposal

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website (www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes ☐ **(must complete section 6.1)**   No ☒

Basic information about the proposed course:

1. Department/Unit: Religion and Culture   College of: Arts and Science

2.

   V. Makarova
   (Authorizing Unit Head - PLEASE PRINT)   (Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

   3.1   Label and number of course: LING 811.3

   3.2   Title of course: Advanced Sociolinguistic Theory and Method

   3.3   Total Hours: Lecture: 33

   Seminar: _____

   Lab: _____

   Tutorial: _____

   Other: _____

   3.4   Weekly Hours: Lecture: 3

   Seminar: _____

   Lab: _____

   Tutorial: _____

   Other: _____

   3.5   Term in which it will be offered: T1 ☒   T2 ☐   T1 or T2 ☐   T1 and T2 ☐

   3.6   Prerequisite: Registration in Graduate Program

   3.7   Calendar description (not more than 50 words):

   This course surveys modern sociolinguistic theories as well as methods of conducting sociolinguistic research, collecting and analyzing sociolinguistic data. The theoretical approaches include linguistic relativism, language variation, sociology of language, social psychology of language, interactional sociolinguistics, ethnomethodology, and variationist sociolinguistics.

4. Rationale for introducing this course:

   This course is a required course in the proposed MA in Applied Linguistics.

5. Impact of this course:

   5.1   Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?
   No ☒   Yes **(Please list)**:

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5.2 Were any other academic units asked to review or comment on the proposal?

No ☒   Yes **(Please attach correspondence)** ☐

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No ☒   Yes **(Please list)**: _____

5.4 Course(s) for which this graduate course will be a prerequisite?

None

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No ☒   Yes **(Please list)**:)

6. Course Information. **(Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at http://www.usask.ca/university_secretary/honesty/)**

Checklist: ☒ Course objectives need to be clearly stated
☒ Description of and Activities for Evaluation must be listed
☒ **Course Outline** (syllabus) with **Reading List** must be included
☒ Percentage of Total Mark for each evaluation listed
☐ If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at http://www.usask.ca/cgsr/prospective_students/forms.php
☒ Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION**: Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.

7. Enrolment:

7.1 Expected Enrolment: 15-15

7.2 From which colleges/programs: Arts and Science

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

Veronika Makarova, Associate Professor, Department of Languages and Linguistics, Linguistics Program Chair;

Peter Wood, Assistant Professor, Department of Languages and Linguistics

8.2 How does the department plan to handle the additional teaching or administrative workload:

All resources are in place, the course will be a part of he assigned duties of the faculty.

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

No

9. Date of Implementation:

9.1 To be offered: Annually ☐   Biennially ☐   Alternate Years ☒   Other ☐

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This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php) and Academic Integrity and Student Conduct (see www.usask.ca/university_secretary/honesty/).

Date of Approval by College (of the home academic unit): _21·12·14_

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

_____
(Authorizing College Signature (of the home academic unit))

_____
(Name of Person Signing Above - PLEASE PRINT)

Form version April 2009

Linguistic Course Proposal
LING 811.3
Advanced Sociolinguistic Theory and Methods

Course Description:

This course surveys modern sociolinguistic theories as well as methods of conducting sociolinguistic research, including methods of collecting and analyzing sociolinguistic data. The theoretical frameworks considered include linguistic relativism, language variation, sociology of language, social psychology of language, interactional sociolinguistics, ethnomethodology, and variationist sociolinguistics.

Learning Outcomes:
By the completion of this course, students will be expected to:
- be familiar with the most important theoretical frameworks within Sociolinguistics
- be able to develop quantitative studies addressing research problems in Sociolinguistics
- be able to design a qualitative studies addressing research problems in Sociolinguistics
- be able to develop studies using Conversation analysis
- be able to conduct qualitative interviews
- be able to transcribe and annotate conversations using software such as CHILDES, or ELAN
- be able to read and evaluate Sociolinguistics research
- write research papers that discuss the design of a study using conversation analysis, or quantitative methods,, discuss the collection of data, the analysis of the data, and the evaluation of the results produced by the study.

Course Overview:

Class Schedule:
Weeks 1-2.
Earlier approaches to sociolinguistic descriptions (descriptivists, dialectologists, early urban studies; Marxist Sociology and Sociolinguistic Theory)

Weeks 3-4
Behaviouristic Models and sociolinguistics, the sociology of language, the social psychology of language, linguistic anthropology, social anthropology

Weeks 5-6.
Modern sociolinguistic theories
Ethnomethodology and Ethnography of communication, Variationist sociolinguistics,

Week 7.
Canadian sociolinguistic theories.

Weeks 8-9
Locating and selecting subjects. Data collection (surveys, interviews, observations, fieldwork)

Week 10. Linguistic and sociolinguistic variables. Language variation and the social world and sociolinguistic variables (models of social class, gender, social networks, ethnicity and race).

Weeks 11-12. Analyzing and interpreting variation. Analyzing style-shifting and code-switching

Instructor Information:
Name: Veronika Makarova
Contact: E-mail: v.makarova@usask.ca, or phone: 966 5641
Office hours: M, W, 1.00 - 2.00 pm

Required Resources:

Readings:
Bayley, Robert, Lucas, Ceil (eds). 2007. Sociolinguistic variation: Theories, Methods and Applications   ISBN-13: 9780521691819

Chambers, J.K. 2009. Sociolinguistic Theory: Linguistic variation and its social significance. Chichester, U.K.; Malden, MA: Blackwell. (Textbook)

Chambers, J. K. 2003. Sociolinguistic Theory. 2nd ed. Oxford: Blackwell.

Coulmas, Florian (ed). 1997. The Handbook of Sociolinguistics. Oxford: Blackwell. ISBN: 0-631-21193-4

Coupland, Nikolas & Adam Jaworski (eds.) 2009. The New Sociolinguistics Reader. Basingstoke: Palgrave Macmillan.

Coupland, Nikolas, Srikant Sarangi, and Christopher N. Candlin (eds.) 2001. Sociolinguistics and Social Theory. Harlow: Pearson.

Fasold, Ralph W. 1984. The Sociolinguistics of Society. Oxford: Blackwell

Heller, Monica. 2008. Language and the nation-state: Challenges to the sociolinguistic theory and practice. J Sociolinguistics, 12/4, 2008: 504-524.

McMahon, April. 1999. Understanding Language Change. Cambridge: Cambridge UP.

Meyerhoff, Miriam. 2006. Introducing Sociolinguistics. New York: Routledge. ISBN 0-415-39948-3

Milroy, Lesley and Gordon, Matthew. 2003. Sociolinguistics: Method and interpretation. Oxford: Blackwell

Švejcer, Aleksandr D. 1986. Contemporary Sociolinguistics. Theory, Problems, Methods. John Benjamins.

Tagliamonte, Sali A. 2006. Analyzing Sociolinguistic Variation. Cambridge: CUP (Textbook)

Wardhaugh, R. 2010. An introduction to sociolinguistics. 6th Ed. Chichester: Wiley-Blackwell.

Watts, Richard J. 2003. Politeness. Cambridge: Cambridge University Press. ISBN 978-0-521-79406-0. A sociolinguistics book specializing in the research on politeness. It's a little tough at times, but very helpful and informative.

The Journal of Linguistic Anthropology.

Supplementary Resources:
Additional material may be provided via the course website, or as handouts during classes.

Grading Scheme:

1	Research Paper	30 %
2	Midterm Exam	30 %
3	Final Exam	40 %
	Total	100%

Evaluation Components:
1. Research paper:
Value: 30%.
Due Date: Last day of classes
Type: A research paper meeting the standards of papers published in Linguistics, in which students demonstrate familiarity with the material covered in the course and the ability to plan and carry out research (20-25 pages, 12pt font, double-spaced).
Description: Students will be required to write a research paper in which they use a Sociolinguistic research method of their choice. Rather than requiring students to apply for ethics approval, the analysis can be based on a publicly broadcasted conversation (interview, etc.), or statistics on Linguistic Data, such as the Canadian census data. The paper has to meet academic standards in terms of structure (mandatory components are: introduction outlining research question and methodology, literature review, description of the data, analysis, results, conclusion, references), format, and language. It has to show the student's ability to form a stringent argument that is supported with the data collected, other research, and publications in the field, as well as the student's ability to assess implications of their study within the discipline.

2. Midterm:
Value: 30%
Date: Week 10
Length: 90 minutes
Type: Invigilated, closed book
25% multiple choice questions
25% short answers
50% essay type components testing students' ability to apply critical thinking skills to theoretical frameworks and methodologies covered in class.
Description: The midterm exam will test the students' level of familiarity with concepts, topics, and analytical methods introduced in the first 8 weeks of the course.

3. Final exam:
Value: 40%.
Date: Please see the section "Final Examination Scheduling" below
Length: 3 hours
Type: Invigilated, closed book
25% multiple choice questions
25% short answers
50% essay type components testing students' ability to apply critical thinking skills to theoretical frameworks and methodologies covered in class.
Description: The final exam will test the students' level of familiarity with concepts, topics, and analytical methods introduced in the course.

UNIVERSITY OF SASKATCHEWAN

Memorandum

To: Sandra Calver, Associate Secretary, Academic Programs Committee (APC) of University Council

CC: Dr. Veronika Makarova, Head, Department of Religion and Culture
Dr. David Parkinson, Vice-Dean, Division of Humanities and Fine Arts

From: Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research (CGSR)

Date: January 6, 2015

Re: New Program Proposal – Master of Arts in Applied Linguistics

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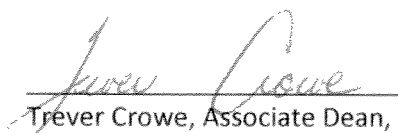
Consistent with the Curricular Changes Authority Chart approved by University Council in January 2013, for the consideration of the Academic Programs Committee of University Council, please find appended to this memo:

- Motions for approval from the Graduate Programs Committee and the Executive Committee of CGSR
- The proposal for the creation of a new Master of Arts in Applied Linguistics
- Consultation with the Registrar form
- Responses from Planning and Priorities Committee of University of Council to Notice of Intent
- Notice of Intent for program proposal

The College of Graduate Studies and Research supported the creation of the new Master of Arts in Applied Linguistics with a final motion to recommend the proposal to APC, carried by the College Executive Committee on January 6, 2015.

The Master of Arts in Applied Linguistics is designed to satisfy demand globally, nationally, and locally. The program has been very popular and successful at the University of Saskatchewan with students admitted "special-case". The new program contributes to the institution's 3rd integrated plan offering interdisciplinary graduate programming by bridging science, humanities and social science in the exploration of language and its acquisition and use by humans.

Please do not hesitate to contact me to address any questions or concerns that may arise.

Trever Crowe, Associate Dean, CGSR

UNIVERSITY OF SASKATCHEWAN

Memorandum

To: Sandra Calver, Associate Secretary, Academic Programs Committee (APC) of University Council

CC: Dr. Veronika Makarova, Head, Department of Religion and Culture
              Dr. David Parkinson, Vice-Dean, Division of Humanities and Fine Arts

From: Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research (CGSR)

Date: January 6, 2015

Re: Decisions by the CGSR Executive Committee and the Graduate Programs Committee regarding a new
              Master of Arts in Applied Linguistics

The Graduate Programs Committee considered the proposal for the creation of a new Master of Arts degree in Applied Linguistics at meetings held on November 10, 2014, and December 8, 2014. Following the November meeting, the proponents were asked to respond to 12 issues identified in the proposal including: clarifying program requirements; clarifying course offerings and instructor availability/faculty load; completeness of proposal information; program requirements at comparator institutions; enrolment expectations; rationale for program development; admission requirements versus selection criteria, and overall consistency of information. The proponents were diligent in responding to issues identified. The Graduate Programs Committee reviewed the revised proposal information in December. There was some discussion about the course syllabi information as it seemed somewhat generic, but it was determined that individual course instructors would have academic freedom to provide more specificity. The Graduate Programs Committee wanted consultation to occur with Women, Gender and Sexuality Studies regarding the Gender and Language Course. Professor Marie Lovrod responded for Women, Gender and Sexuality Studies (WGSS) indicating the new LING course would be a nice elective offering for students in the WGSS program, and Professor Lovrod indicated overall support for the program proposal.

Motion: *"To approve the new MA program in Applied Linguistics."* Cooley/Waldner CARRIED

The Executive Committee of CGSR considered the proposal for creation of a new Master of Arts degree in Applied Linguistics at its meeting on January 6, 2015. Committee members discussed resources and available faculty. Some grammatical errors were noted in the proposal. Members noted that "acculturation" of immigrants as a term may have negative connotations and suggested that "integration" may be a better term.

Motion: *"To approve the proposal for the Master of Arts in Applied Linguistics."* Pohler/Henderson CARRIED

From:
Veronika Makarova,
Head,
Department of Religion and Culture

To:
Dr. Dionne Pohler, Chair,
Graduate Programs Committee, CGSR

Cc: Dr. Trever Crowe, Associate Dean, College of Graduate Studies and Research
        Dr. David Parkinson, Vice-Dean, HUMFA, College of Arts and Science

Re: Response to CGSR memo of November 26, 2014

Date: December 1, 2014

Dear Dr Pohler, dear Graduate Programs Committee members,
Thank you very much for your thoughtful reading of our resubmitted MA in Applied Linguistics program proposal.

I answer the questions that you raised in your memo of November 26, 2014 as well as attach the revised version of the proposal incorporating all your suggestions.

1. *In the course proposals, there was reference to a program Option A and a program Option B. Options were not indicated in other areas of the program proposal. The Committee would like that information clarified.*

I apologize for the oversight. There are no options in the proposal. The course proposals have been corrected and appended to the currently attached version of the MA proposal.

2. *Some of the course proposals did not indicate the timings of offerings, that is, which terms and years courses would be offered.*

A chart with the schedule of course offerings (required vs electives) has been added to the proposal, the course proposal forms have been corrected.

3. *Some courses were indicated to be elective course offerings in some parts of the proposal, but were identified as compulsory in other parts of the proposal. The proposal needs to clearly and consistently identify the proposed requirements for degree completion.*

The required vs elective components were clarified in the main body of the proposal. The course proposal forms have been corrected.

4. *Some information from the course forms and syllabi was missing. The course forms and syllabi need to be completed in full.*

The course forms and syllabi have been updated following the guidelines on the website of Gwenna Moss Center for Teaching Effectiveness. Revised forms and syllabi are attached.

5. The overall amount of course offerings seemed too ambitious for the projected enrolment.
The elective component course number has been cut from 4 (in the earlier version) to two (in the currently resubmitted version). The scheduling chart was offered to show that the number of course offerings per year is realistic.

6. Course evaluation information needs to provide more detail.
The syllabi have been revised to reflect this recommendation.

7. The Committee would like to know what other Linguistics Master's level programs exist in Canada, specifically at other U15 institutions. Please provide a table indicating admission and program requirements for comparator programs.
The chart was added as an Appendix to the proposal (p 22) as well as to this memo.

8. The proposal contained inconsistencies with projected enrolment numbers.
Course forms have been revised accordingly.

9. The Committee would like to see a stronger rationale for introducing the program.
Rationale has been enhanced in the currently resubmitted version.

10. Committee members expressed concern regarding the workload for the faculty complement. Members questioned the implications to student programs if faculty were unavailable.
The current proposal requires the maximum of 9 cu of graduate Linguistics courses offered towards the program per year (ref the scheduling chart on p. 14). Since 2010-11, Linguistics program has already been offering 9 to 15cu graduate courses a year towards the MA in Linguistics (Special case) student programs of studies. Linguistics currently has 5 full-time positions, of which 3 are designated primarily towards the proposed MA in Applied Linguistics. Each faculty in Linguistics has the regular workload of 15 (Assistant/Associate profs) to 18 (instructors) cu per year. This workload is the same as in all Humanities Departments (except for English and History where the faculty workload is reduced) and is determined by the internal policies of the College of Arts and Science. Thus, the total yearly capacity in Linguistics program is 27 courses or 81 cu, of which 3 courses (9cu) is dedicated towards the proposed graduate program. 19-20 courses (up to 60 cu a year) are sufficient for the running of the undergraduate Linguistics program and have been offered in the last few years. The number of faculty in Linguistics therefore guarantees that the program is robust and can sustain the 9 cu graduate courses a year. As the enrollments in the proposed MA increase, the program will likely transition to the offering of all the 12cu required courses on the yearly basis.

11. *Committee members questioned the admission requirements wondering if the proposed requirement of 12 credit units of Linguistics courses completed during the bachelor's*

degree would be a mandatory admission requirement or if it should be a consideration when screening applications.

Most graduate programs in Linguistics require from 12 cu Ling up to a 4yr BA/ BAHON majoring in Ling (39 cu Ling). However, the minimal requirement we have found in Canada is 9cu. We therefore changed the requirement to 9 cu.

12. Overall, the proposal needs to be consistent throughout.

We revised the proposal for consistency.

13. Associate Dean Trever Crowe would be prepared to work with the proponents to help facilitate approval.

We thank Associate Dean Crowe for his support and assistance. I will request an overview of the revised proposal.

Sincerely,
Veronika Makarova,
Head,
Department of Religion and Culture,
Linguistics Program Chair.

Appendix

Linguistics Master's level programs in Canadian universities

University	Program	Program requirements	Admission requirements
Alberta	MSc Ling	21 cu coursework plus thesis (thesis-based) 27 cu plus project (coursework)	15cu Linguistics
BC	MA Ling (thesis)	18cu coursework plus 6cu thesis	substantive coursework in the areas of linguistics that form the theoretical core of our program: syntax, phonology, phonetics, and semantics (about 18cu min)
Calgary	MA Linguistics	12 cu Ling, thesis research presentation	A four-year undergraduate degree with a Grade Point Average of at least 3.0 or equivalent. Significant undergraduate training in linguistics, normally including at least one course in syntax and one course in phonology.
Carleton	MA Applied Linguistics	15 cu plus thesis	a B.A.(Honours) degree in a discipline involving the analysis of language or the study of language use or learning; or a 3 year B.A. in a relevant discipline
Manitoba	MA Linguistics	18 to 24 cu plus research paper	a four-year degree (Bachelors or equivalent) in a relevant area, adequate background in Linguistics
McGill	MA Linguistics (coursework)	15 cu grad Ling courses plus research project	a B.A. with a specialization in linguistics
Memorial	MA Linguistics	15 cu grad Ling courses plus	BA major in Linguistics (or equivalent); (a

		(thesis)	thesis	minimum B+ average in the Linguistics courses)
Ottawa	MA Linguistics	18 cu (3 required and 3 electives courses) plus thesis	A B.A. with honours in Linguistics (or the equivalent)
Simon Fraser	MA Linguistics	24 cu plus thesis	an adequate background in linguistics (an introductory course in linguistics, courses in phonetics, phonology, syntax, morphology and semantics). Students having little or no academic preparation in linguistics will not be admitted.
York	MA Linguistics	12 cu + thesis (thesis option) 18 cu + major research paper (credit work plus major research paper) or 24 cu (all course work option)	BA degree (four-year degree) in linguistics or equivalent with a minimum of a B+ grade point average in the last two years of study
York	MA Applied Linguistics	12 cu + thesis (thesis option) 18 cu + major research paper (credit work plus major research paper) or 24 cu (all course work option)	BA degree (four-year degree) with a minimum of a B+ grade point average in the last two years of study in an appropriate field.

MEMORANDUM

TO:　　　　　Dr. Veronika Makarova, head, Department of Religion and Culture
　　　　　　　Dr. David Parkinson, vice-dean, Humanities and Fine Arts

FROM:　　　Fran Walley, chair, planning and priorities committee of Council

DATE:　　　June 23, 2014

RE:　　　　**Notice of Intent for a Master of Arts in Applied Linguistics**
_____

Thank you once again for attending the planning and priorities committee meeting on May 28th to present the notice of intent for a new Master of Arts in Applied Linguistics.

Members commented on an excellent proposal, demonstrating a clear demand for graduate studies in the area of applied linguistics, which is inherently interdisciplinary, and has positive outcomes for program graduates. The program utilizes new faculty resources in response to the expansion of students in the linguistics program over the past three years and will enable the college and faculty in this area to increase their research intensity.

As proponents advance the proposal, the committee suggests the following information be included in the full program proposal:

- That the possibility of future collaboration with the Department of Native Studies with respect to native languages be considered;

- That the proposal outline those additional resources required in terms of faculty time to develop new courses;

- That the proposal highlight the benefits such as research capacity building and enhancing research opportunities;

- That the proposal expand upon the financial implications of the program.

_____

Please let me know if you have any questions regarding any of the items listed above. I wish you every success as you move your proposal through the approval process.

Sincerely,

c   Roy Dobson, chair, academic programs committee
        Ernie Barber, incoming provost and vice-president academic
        Russ Isinger, registrar and director of student services
        Trever Crowe, associate dean, College of Graduate Studies and Research
        Alexis Dahl, director of the programs office, College of Arts and Science

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New Graduate Program Proposal

**Master's program
M.A. in Applied Linguistics**

Notice of Intent (resubmission)

**Submitted to
The College of Graduate Studies and Research and
The Planning and Programs Committee of University Council
April 2014**

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The current University guidelines for new program submissions have been used in preparing this letter of intent.
We request the College of Graduate Studies and Research and the Planning Committee of Council to provide feedback on this proposal.

Proposal history
On September 30, 2009, we submitted to the PPCC our Notice of Intent to create an MA in Applied Linguistics in two options: Thesis program and Course program with the focus on ESL/EFL. The proposal was accepted by the PPCC in your memo of 15 October, 2009. The committee, however, expressed a suggestion that "serious consideration" should be given to "re-structuring the program as two separate programs, based upon their distinctions" (PPCC memo, 2009, p.2).

The MA proposal was subsequently developed and submitted to CGSR, but it was temporarily withdrawn by the College of Arts and Science until Linguistics program could acquire more resources and be transferred to another unit. In 2013-2014, Linguistics program acquired additional resources and was transferred to the Department of Religion and Culture. This allowed us to resubmit the revised MA proposal to the CGSR. In preparing the revised version of the proposal, we implemented the above suggestion of PPCC to split the 2 options of the former program proposal into two separate degrees: MA in Applied Linguistics (a thesis-based program) and MATESOL (course-based program). We submitted a notification of NOI change to PPCC in February 2014, and received a request from the Committee Chair Dr. Fran Walley (via Sandra Calver) on February 13, 2014, to resubmit full NOI for both programs. In response to this request by the committee, we therefore hereby submit the new updated NOI for the MA in Applied Linguistics.

1.   What is the motivation for proposing this program at this time? What elements of the University and/or society support and/or require this program?

A. Demand: <u>global, national, provincial, and university</u>
On the global scale, we see an increasing demand in specialists in languages and cultures, language maintenance, and language documentation. Many universities in the English-speaking countries have created MA and PhD programs that accommodate

language specialists from all over the world who are pursuing postgraduate education. Our proposed *MA in Applied Linguistics* is a two-year research-based program with a focus on advanced studies in language learning, language acquisition and linguistic data analysis.

In Canada, leading universities are investing in the development of linguistic research, often in conjunction with other disciplines. Notable in the recent advance of such research collaboration are institutions such as the Centre for Research on Language, Mind and Brain (McGill University and Montreal Neurological Institute) and the Centre for Comparative Psycholinguistics (University of Alberta).

Saskatchewan acutely needs specialists who can describe and popularize English and French as they are spoken in the province, describe and maintain heritage languages, advise the government on the issues of language planning and culture; work with school and educational board authorities on the development of adequate language teaching/learning programs.

While most leading Canadian Universities have postgraduate programs in Linguistics or Applied Linguistics, students majoring in Linguistics at the University of Saskatchewan have no opportunities to pursue postgraduate degrees. The demand in a graduate Applied Linguistics program is created first and foremost by an increase in enrollments in undergraduate Linguistics program. In 2013-14, Linguistics has 67 majors in 3yr/4yr/Honours Linguistics degrees, and the enrollments in Linguistics undergraduate courses in the last 3 years have increased by 78%, according to the official HUMFA statistics.

As well, this university has not yet taken advantage of the rich potential to attract graduate students interested in studying and conducting research in areas of Applied Linguistics of particular relevance to this region. Many language teachers in the province will be interested in upgrading their qualifications and fostering their careers via obtaining a Masters' degree in Applied Linguistics.

Applied Linguistics is one of the most popular areas of specialization in Humanities in China and India. A creation of an MA in Applied Linguistics will help to attract graduate students from the universities in these countries.

Thus, we see the potential demand in the program within the university itself, within the province as well as internationally.

B: Impact on interdisciplinary collaborations and research
Applied Linguistics embodies interdisciplinarity. As such, it opens significant prospects for collaboration in research, teaching, and supervision between the host Department (Religion and Culture) and Departments of Psychology, Philosophy, and Computer Science, which will yield a new emphasis and indeed a sense of urgency to language related research at the University of Saskatchewan.

The unique features of the program
The MA has a number of unique features that will allow it to become one of the leading programs in Canada are:

- The creation of unique courses of high relevance to language-related professions will attract students;
- Insuring flexibility whereby learners can select some courses to pursue their own individual interests;
- Interdisciplinarity (the inclusion of an elective course component in cognate disciplines)
- High experiential learning and community engagement components.

b. Goals
The goals of the new programs are seen thus:

- attracting students from overseas, other provinces, and within the province towards studies of languages spoken in the province of Saskatchewan;
- providing an outcome to graduate studies for students interested in language structure, use and maintenance,
- providing an opportunity for graduate studies for students interested in the heritage languages of the province

The program will be offered as follows:
The *MA in Applied Linguistics* is thesis-based (15 cu coursework plus 15cu thesis=30 cu total). It addresses the needs of the province in language specialists who will:

- describe and popularize English and French as they are spoken in the province;
- promote and research heritage languages and their development in Canada through data collection, speaker statistics, and sociolinguistic studies (the language of the expertise of the current Linguistics faculty – French, English, German, Russian, Inuktitut, as well as the Asian languages taught in the new home Department of Religion and Culture: Hebrew, Chinese, Japanese, and Sanskrit.
- advise the government on the issues of language planning and policy, development, maintenance, learning, and culture by gathering and processing language data;
- pursue other applications of advanced studies of natural and artificial languages in society such as discourse analysis, sociolinguistics, lexicography, artificial intelligence, computer-based translation and language recognition

Learning objectives:
Discovery goals:
1) Acquire the intellectual capacity and learner independence required for continuing professional and academic development in the area of Applied Linguistics
2) Develop an ability to select techniques and methods adequate to the analysis of a given situation of language use in the modern society; have the ability to address the complexity of the social background of language use.

Knowledge Goals:
3) acquire a systematic body of knowledge of the area of applied linguistics sufficient for conducting independent studies of language structure and language

functions in society;
4) develop critical thinking skills required for the critical analysis and application of current linguistic and applied linguistic theories;
5) Acquire sufficient knowledge and practical skills in conducting independent research in the field;
6) Acquire interdisciplinary breadth of theoretical approaches and methodologies and the ability to link research directions with cognate disciplines.
Integrity goals
7) Act responsibly, be aware of the fact that a language researcher represents the academic community in the community of language practice;
8) Follow appropriate procedures for ethical research and the demands of academic integrity

Skills goals
9) Develop the academic communication ability (oral and written)
Citizenship goals
10) Respect and treasure all languages and cultures of Canada

The learning objectives above comply with the learning objectives specified by the CGSR for Master's degrees in the *Outline of Graduate Degrees* (CGSR Memo to Members of Graduate Council, April 24, 2013, p. 39).

The objectives will be achieved via
a) The planning and execution of an independent research project in the field of applied linguistics under the guidance of the supervisor;
b) Taking the course work in the area to enhance theoretical knowledge and critical thinking;
c) Taking a research methodology course that trains the students to conduct research in the unique area of language-related research;
d) Having a restricted elective component in the program from cognate disciplines;
e) Participating in research colloquia and conferences; submitting academic papers to research venues.

2. What is the anticipated student demand for the program? Does the program meet a perceived need, particularly within a national context? How have these needs been assessed?

a. <u>Student Demand</u>
As outlined in (1), there are 3 major groups of potential applicants to the degree:
■ Undergraduate students of Linguistics and its cognate disciplines in the University of Saskatchewan;
■ Teachers of national and heritage languages in the province willing to enhance their knowledge of linguistic theory;
■ International applicants predominantly from China, India and Russia.
Among the undergraduate students at the University of Saskatchewan, interest is growing towards a career in Linguistics/Applied Linguistics. The numbers of students majoring in

Linguistics has gone up 400% since 2003. A survey of 104 undergraduate students conducted in the fall of 2008, showed that 103 respondents (99%) think that the University of Saskatchewan would benefit from the degree, and 68 respondents (65%) would consider applying for the degree, if it were offered.

The University of Saskatchewan could also appeal to teachers of French, Spanish, Russian, Ukrainian and Aboriginal and heritage languages willing to enhance their knowledge of language acquisition, structure and maintenance.

The creation of the MA Applied Linguistics program in Saskatchewan will help with the retention of young specialists in the province. Currently, students have to move elsewhere to pursue any language studies at the graduate level.

b. Perceived need within a national context

Saskatchewan has an enormous need for linguistic research, since a large variety of languages is represented in the province. Understanding of the specific features and circumstances of speakers of different languages in Saskatchewan is essential for the sense of place and pride that the people of the province feel towards their homeland. The discussion of the local varieties will be attractive for mass media of the province and will booster the connections between the university and the community. Even small student projects conducted by undergraduate students majoring in Linguistics and Linguistics + Languages have already attracted media attention. Tyler Cottenie's investigation of the etymology of the word *"bunny hug"* were described in the *Star Phoenix* (French, 2007); Robin Burlingham's studies of the origins of the word *"gibbled"* were discussed on CBC Radio, in the *Star Phoenix*, and in the *Guelph Mercury* (MacPherson, 2007). Given the current interest in the languages used in this province, the media and public attention promises to remain enthusiastic regarding the research into the languages of Saskatchewan conducted by the students in the MA in Applied Linguistics.

While all other provinces of Canada have Applied Linguistics degree which fosters research programs in national and minority languages of Canada spoken in these provinces, Saskatchewan does not have a program in the area. Unique specializations of our faculty (in Russian, German, Chinese, Japanese, Inuktitut, ESL, French language studies) can attract students from neighboring provinces as well.

3. How does this proposal fit with the priorities of the current college or school plan and the University's integrated plan? If the program was not envisioned during the integrated planning process, what circumstances have provided the impetus to offer the program at this time?

The proposal aligns well with the University, College and Divisional priorities.

A. "Pursue academically and student driven streamlining and innovations" IP 3, p. 15)

This program will contribute significantly to the fulfillment of the Third Integrated Plan. This program's design makes an emphasis on the advancement of professional skills in Applied Linguistics, i.e., language-related research as well as practical applications in translation and language maintenance.

The research component in our proposed program will be academically vibrant and will also serve the needs of a diverse student population. They will be well positioned to pursue careers in colleges and universities, as well as in non-academic sectors and interdisciplinary areas in Canada and elsewhere. Coupled with attracting a diverse student population, this model will generate additional revenue.

The program aims to advance experiential learning and community connections via training for field-work in Saskatchewan in Research Methods course, focusing on research addressing real-life language maintenance issues in Saskatchewan and invited lectures by community scholars held in Sociolinguistics course.

B. "Strength comes through interdisciplinary and multidisciplinary efforts, with Partnerships that cut across disciplines" (IP 3, p. 5)

The MA is an example of innovative programming. While the core of the program is within the discipline of Applied Linguistics, it also builds inter-unit collaboration that brings together faculty with research expertise in a variety of areas, such as Applied Linguistics, Psychology, Computer Science, and Communication.

- The program will benefit from Asian language courses offered in the new host Department (Religion and Culture): Chinese, Hebrew, Sanskrit, Hindi and Japanese. These courses increase the area of Applied Linguistics studies open to the students (i.e., they can study acquisition of national and a variety of heritage languages of Canada).
- While the program does not focus on Aboriginal languages (since this is the domain of the Native Studies Department), we have additional faculty resources in FNU/Regina university for assistance on projects that may want to introduce some comparison with Aboriginal languages. Three faculty from FNU/Regina are adjuncts in our Department and have expressed renewed interest in joining committees for students whose research may involve some Aboriginal languages component.

By creating these unique interdisciplinary experiences for students and faculty, the program will address the major priorities of the University identified in the Third Integrated Plan, namely to:

- "We will continue to identify, find or develop spaces and places for collaboration and incubation of ideas across disciplines and with a diversity of partners." (IP 3, p. 6)
- "become a major presence in graduate education." (IP 3, p.7)

C. "Enhance the University's research, scholarly and artistic profile" (Integrated Plan, Priority Areas, p. 4)

The proposed program answers the provincial, national and international demands for

specialists in several key areas: language acquisition; language maintenance; language data collection, storage, and processing; translation and interpreting. The need for such specialists is particularly acute in Saskatchewan, a province with a rich multilingual and multicultural heritage. The program will also attract a significant number of students from abroad, since Applied Linguistic studies are highly popular in a variety of regions, such as China, Japan, Middle East, Europe and countries of the former Soviet Union. In these ways, the program will contribute to "be a major presence in graduate education" *(IP 3*, p. 4).   Interaction of the issues related to the teaching and scientific studies of languages in the local Saskatchewan and global contexts within the academic courses of the program and within the research of students and faculty will help the university to "*[cultivate] locally grounded aspects of culture, creativity and community that also speak to global issues and challenges*" (Third Integrated Plan, p. 11).

4. What is the relationship of the proposed program to other programs offered by the college or school and to programs offered elsewhere (interactions, similarities, differences, relative priorities)? Is there justification to proceed regardless of any perceived duplication? Will a program be deleted as a result of offering the new program?

There are currently no competing programs in the University of Saskatchewan or in the province of Saskatchewan. The suggested program will have a strong undergraduate basis.

As already outlined above in (1, 2 and 3), the program will open more possibilities for collaboration between Linguistics and cognate programs (Religion & Culture, Psychology, English, Computer Science, Philosophy) via graduate student committee membership, co-supervision and interdisciplinary research links.

No existing programs would be deleted.

5. Does the college or school possess the resources required to implement and support the program (faculty teaching, administrative and other support, student funding, classroom space, infrastructure)? Will additional university resources be required, for example, library resources, IT support? Has the Provost's Committee on Integrated Planning (PCIP) been involved in any discussions related to resources?

The Linguistics program has moved to a new Department (Religion and Culture) in 2013. This move signified important changes that improved the position of Linguistics in the Division and provided it with new resources and new connections with languages.

- There are no additional resources required for the program. Three full-time Faculty positions in Linguistics plus one term appointment and the forthcoming 5th tenure-track position (allocated to Linguistics in 2014/2015 HUMFA Divisional Plan) can handle the core course component of the program. These investments of the College in Linguistics were a necessary financial instrument to respond to the grown demand in Linguistics enrollments at both undergraduate and graduate levels (in the Special Case MA Linguistics). The growth of the demand in Linguistics was further

confirmed during evaluations of the TansformUS exercise.
- In addition to the required 12 cu of graduate Linguistics/Applied Linguistics courses, the 3 cu of electives requirement comes from the offerings by four more different units in the University of Saskatchewan. 15 faculty from 3 departments / units in the University of Saskatchewan and University of Regina / FNU have confirmed their interest in being involved in the graduate student committees and student supervision.
- Faculty support: the Department of Religion and Culture unanimously supported the MA in Applied Linguistics. The program will be revenue-generating with external funding and tuition fees brought in by students from abroad.

Space, audiovisual requirements, library needs, equipment are considered in the detailed budget provided in the full proposal. We do not anticipate any additional resources to be required.

Veronika Makarova,

Associate Professor,
Chair, Interdisciplinary Linguistics Program,
Head, Department of Religion and Culture

David Parkinson,

Professor,
Vice-Dean,
Division of Humanities and Fine Arts,
College of Arts and Science.

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REPORT FOR INFORMATION

PRESENTED BY:	Roy Dobson, chair
DATE OF MEETING:	February 26, 2015
SUBJECT:	**Items for information**
	Master of Public Administration (MPA): program modification (increase in credit units)
	Bachelor of Education (B.Ed.): termination of Industrial Arts and Home Economics teaching area
	Certificate of Proficiency in Applied and Professional Ethics: approval of new certificate
	Certificate of Proficiency in Ethics, Justice and Law: approval of new certificate
COUNCIL ACTION:	**For Information Only**

SUMMARY:

The following items were approved by the academic programs committee at its meeting on January 21, 2015.

1. **Program modification to Master of Publication Administration (MPA)**. After an extensive review, the Johnson-Shoyama Graduate School of Public Policy elected to increase the number of minimum required credits units for the MPA degree from 30 cu to 36 cu. The change was undertaken to ensure students had the required knowledge in professional ethics and strategic and financial management, by bringing two existing courses available as electives into the required core and changing the elective component from 15 credits of restricted electives to 6 credits of open electives. APC is responsible to approve program modifications with tuition implications. The Board of Governors approved the tuition increase to the program, at its meeting on December 16, 2014, conditional upon approval by APC of the credit unit increase, which occurred on January 21, 2015.

2. **Termination of Industrial Arts and Home Economics teaching areas from the Bachelor of Education (B.Ed**.). The approval of the Certificate in Practical and Applied Arts, designed to replace instruction in the teaching areas of Home Economics and Industrial Arts within the B.Ed. program, resulted in the corresponding change to terminate these teaching areas within the B.Ed. program, effective September 1, 2015. Students seeking to gain teaching expertise in these areas will register in the Certificate in Practical and Applied Arts as of September 1, 2015, and students enrolled in these areas presently will complete their program with the assistance of the college's Programs Office.

3. **Certificate of Proficiency in Applied and Professional Ethics**
   Certificate of Proficiency in Ethics, Justice and Law

   Council has delegated authority to APC to approve those certificate programs for which an approved template exists. The two certificate programs will be offered by the Department of Philosophy. Although there is some commonality between the two programs, the certificate programs are designed to appeal to two distinct audiences. The Applied and Professional Ethics certificate is intended to primarily meet the needs and interests of post-graduate professionals working in a related field, such as health care or other area within the public sector. The Ethics, Justice and Law certificate is intended to complement studies in areas, such as law, sociology, or criminology and the justice system. As the enrolment projected for each certificate program is quite modest, APC has recommended that both programs be reviewed in three years' time to ensure their continued sustainability.

ATTACHMENTS:

1. Certificate of Proficiency in Applied and Professional Ethics proposal
2. Certificate of Proficiency in Ethics, Justice and Law proposal

 Proposal for Academic or Curricular Change

1. PROPOSAL IDENTIFICATION

Title of proposal: Certificate of Proficiency in Applied and Professional Ethics

Field(s) of Specialization: Applied and Professional Ethics

Level(s) of Concentration: Certificate of Proficiency

Option(s):

Degree College: Arts & Science

Contact person(s) (name, telephone, fax, e-mail):

Peter Alward
Professor and Head, Department of Philosophy
College of Arts & Science
email: peter.alward@uask.ca
306-966-6384

Proposed date of implementation: September 2015

Proposal Document

3. RATIONALE

One main rationale for the Applied and Professional Ethics (APE) certificate program is the prospect of significant student demand. Another, not unrelated, rationale is the prospect of providing innovative academic programming (of the sort championed in the Third Integrated Plan) which meets currently unaddressed student needs. There are many careers, and many trajectories of post-undergraduate study and research, that involve issues related to applied ethics. Yet, for a variety of practical reasons, only a small minority of people with interests in the subject are willing or able to commit to a traditional 3 or 4 year Philosophy degree program. It seems reasonable to suppose, however, that at least some of those people would be motivated to undertake university-level studies in this area if they could so in a less costly and time-consuming manner. In addition, for many mid-career learners (e.g., in business, public administration, health care, or education administration) the certificate program will offer the prospect of a credential useful for career advancement. Similarly, for post-degree learners embarking on academic or commercial research involving ethical issues, the certificate will provide a means for establishing basic qualifications in the subject area.

Accordingly, the APE certificate program will be geared especially toward to the needs and interests of:

a)   Adult learners with personal or professional interests in applied ethics for whom the time and/or financial commitment of a 3 or 4 year undergraduate degree program in Philosophy is impracticable. Within this group an especially significant cohort is mid-career managers, public administrators, and professionals whose work brings them into contact with ethical issues. For students in that cohort the program can provide a useful credential for professional development and possible career advancement.

b)   Post-degree students who are seeking to establish proficiency in applied ethics as an adjunct to further academic studies (i.e., in graduate studies or a professional program), for professional development, or out of personal interest. The program is likely to be especially attractive to students coming out of degree programs in the life sciences, health sciences, engineering, business, public policy and education whose future career path involves engagement with substantive ethical issues and/or working with ethics policies.

c)   Students at U of S partner institutions, including regional colleges in Saskatchewan currently linked to the U of S through the Centre for Continuing and Distance Education (CCDE), as well as international partner institutions (e.g., Indian university partners, assuming that initiative comes to fruition).

In order to reach these audiences effectively and to help ensure retention and program completion, flexibility in delivery of the program is key. As a means to achieve this, ongoing consultation with relevant institutions and professional bodies in the province, and with the students themselves, will be crucial both to ensuring that the program meets the needs of these learners and to ensure that the program becomes well-known as a lower investment alternative to traditional degree programs in the field.

Assuming the proposed program is appropriately advertised and promoted, e.g., to relevant institutions and professional bodies in the province, a sustainable enrollment of 15-20 FTE students/year is realistically achievable. Indeed, somewhat higher enrollment numbers—say, 20-30—are not out of the question. Those may appear to be comparatively modest numbers, yet they would represent an increase of more than 100% in students registered in Philosophy programs.

The APE certificate program will be arguably unique in Canada; it will definitely be unique in Western Canada. Several Canadian universities offer specialized graduate degree programs in bioethics, perhaps most notably the University of British Columbia (coordinated through the W. Maurice Young Centre for Applied Ethics), the University of Alberta (the John Dossetor Health Ethics Centre) and the University of Toronto (the Joint Centre for Bioethics), yet these are highly-specialized professional programs serving markets clearly distinct from those proposed for the APE certificate. A few Canadian philosophy departments offer minor or 'emphasis' programs in applied ethics, including the University of Victoria, Trent University, and the University of Ottawa. A systematic search of university web sites suggest, however, that among Canadian universities, the only stand-alone program in applied ethics not tied to a 3 or 4 year degree is the Diploma in Applied Ethics offered by Memorial University of Newfoundland. The

MUN program is similar to the proposed APE certificate program in that it is a 24 credit hour program primarily directed to students who have an undergraduate degree in hand. The MUN program is distinct, however, in that requires students to choose among a narrower range of three streams (bioethics, mental health ethics and environmental ethics) and lacks a focal research project of the sort contemplated in the APE capstone course.

Notes on Program Requirements

Introductory Courses

PHIL 133 and PHIL 140 provide necessary background for courses in applied ethics at or beyond the 200-level. In addition, these courses jointly satisfy the Department of Philosophy's standard prerequisite of "6 credit units in Philosophy" for 200-level courses. The department already offers multiple sections of both of these courses each year, including in the Spring and Summer (T3) session, so no new teaching resources will be required. Both courses are also regularly offered through St. Thomas More College.

Since many universities offer courses that are substantially equivalent to PHIL 133 and PHIL 140, some students at partner institutions and some domestic post-degree students will be able to receive transfer credit for these courses. Consistent with College of Arts and Science requirements for certificate of proficiency programs, students can satisfy up to 50% of their program requirements (up to 12 cu, in this case) through transfer credits.

Core Courses

Allowing students a choice of program requirement courses permits to students to create a focus for their program which aligns with their interests and/or career development needs and also provides relevant background for the research project that they will undertake in the capstone course. The department already offers all of these courses on a regular basis (some, including PHIL 231, PHIL 235 and PHIL 236, are also regularly offered in the T3 session); several of these courses are also regularly offered by the Philosophy department at St. Thomas More College. Accordingly, no new teaching resources will be required.

Capstone Course

As its name indicates, the main evaluation in the proposed capstone course is an undergraduate-level research project. Students will choose and refine the focus of their project in consultation with the instructor, present their research-in-progress in a seminar format to receive input from their fellow students, and ultimately produce a substantial paper (ca: 20-25 pages) in which their findings are presented. Before student seminar presentations get underway, the first few weeks of the course will be conducted as a proseminar, in which students will be introduced to research resources in the subject area (e.g., the Philosophers Index, PhilPapers subject indexes, and other specialized resources) and engage in critical examination of some the important policy documents related to their research projects (e.g., the Tri-Council *Policy Statement on Ethical Conduct for Research Involving Humans*, EngineersCanada's *Guideline on the Code of Ethics* and other such documents, the selection of which may be tailored to the specific projects of each student cohort) supplemented with related articles from the applied and professional ethics literature.

In addition to the research project, the proposed capstone course will afford some (modest, but not insignificant) opportunities for experiential learning. For example, pending agreement from the relevant parties, students may have the opportunity to meet with the Behavioural and/or Biomedical Research Ethics Boards at the U of S. Meetings with or visits to personnel from the Saskatoon Health Region/Saskatchewan Cancer Agency Joint Ethics Committee, or talks from/visits to personnel involved in professional ethics accreditation may also be arranged.

Also, while the proposed capstone course is in the first instance intended for students in the APE certificate program, it need not be restricted to those students. Some Philosophy majors, and other students in traditional degree programs who have completed PHIL 234, 235, 236, etc., have from time to time expressed interest in undertaking a research project in applied ethics beyond the usual term paper required in a 3 cu course. There is no reason why such students could not be accommodated in the

proposed course (though registration priority would be given to students enrolled in the certificate program).

Pathways through the Program

As mentioned above, some students will be able to receive transfer credit for one or both of the program prerequisites. For those students, the certificate program can be completed within the T1/T2 academic year, and might be sequenced as follows:

T1: 9 cu Program Requirement Courses

T2: 3 cu Program Requirement Course + 3 cu Capstone Course

or

T1: 3 cu Prerequisite + 3-6 cu Program Requirement Course(s)

T2: 6-9 cu Program Requirement Courses + 3 cu Capstone Course

Since the program is directed primarily to students who have already obtained a university degree or who are already engaged in university-level studies (see "Rationale" below), it seems reasonable to expect that a majority of students will fall into the above category. The prerequisites for PHIL 226, 231 and PHIL 234-8 are "6 credit units in philosophy or completion of 24 credit units at the university," meaning that students can satisfy the prerequisites for these courses either by receiving transfer credit for the certificate program prerequisite courses or by having previously completed the equivalent of a full year of university-level instruction.

Students with no previous university-level instruction, or who cannot receive transfer credit for either prerequisite course, also have a path through the program, though it will extend over more than two terms. For such students, the typical sequence might be:

T1: 6 cu Prerequisite Courses

T2: 9 cu Program Requirement Courses

T3 (or T1 of the following year): 3 cu Program Requirement Course + 3 cu Capstone Course

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Certificate of Proficiency in Applied and Professional Ethics

The certificate program in Applied and Professional Ethics (APE) provides students with opportunities for substantive philosophical study in some of the main areas of applied and professional ethics, including bioethics, environmental ethics, business ethics, and ethics in technology and scientific research. In addition, the program provides for focused study in a specific research area that reflects students' interests in the subject. The program will familiarize students with the ethical theories and principles that inform the sub-disciplines of applied ethics, provide an overview of specific ethical issues in the contemporary world, and provide opportunities for examination of and critical reflection on the relationships between applied ethics and other domains, such as law, public policy, and professional codes of conduct. The program is nominally one year in duration (21 cu), though students may complete the program over three or more academic terms. It is expected that the program will be especially attractive to students whose professional career or post-degree research involves issues related to applied and professional ethics, especially those who wish to establish basic qualifications in the subject area without undertaking a 3 or 4 year degree program. If you are interested in receiving more information about this program, please contact student-advice@artsandscience.usask.ca.

Major Average

The major average in the Certificate of Proficiency program in Applied and Professional Ethics includes the grades earned in:

- All courses eligible to be used in the program.

Residency Requirements

To receive a Certificate of Proficiency in Applied and Professional Ethics, students must complete at least two-thirds of the following coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

- Minimum credit units required in the program.

Requirements (21-24 credit units):

- PHIL 133.3 – Introduction to Ethics and Values (preferred) or PHIL 110.6 -- Introduction to Philosophy
- PHIL 140.3 – Critical Thinking
- PHIL 330.3 – Research Project in Applied Ethics - Capstone Course (New)

An additional **12 credit units** drawn from:

- PHIL 226.3 – Environmental Philosophy
- PHIL 231.3 – Ethical Problems
- PHIL 233.3 – Ethical Theory
- PHIL 234.3 – Biomedical Ethics
- PHIL 235.3 – Business and Professional Ethics
- PHIL 236.3 – Ethics and Technology
- PHIL 237.3 – Law and Morality
- PHIL 238.3 – Ethical Issues in Scientific Research

St. Thomas More College

Some courses included in the Applied and Professional Ethics program are taught by faculty in the corresponding department of St. Thomas More College. These courses or sections are designated as STM sections in the online Course Offerings.

NEW COURSE:

PHIL 330.3 —1/2(3S)
Research Project in Applied Ethics (Proposed Capstone Course)
In this course students will research, write, and present an advanced undergraduate-level research project in their chosen area of applied ethics (bioethics, environmental ethics, business and professional ethics, ethics in science and technology, etc.). The initial in-class focus of the course will be on research methods and the writing, critical, and analytical skills necessary to produce a project of this sort. In addition, the course will include discussion and critical appraisal of applied ethics in practice, including the role of research ethics boards, professional codes of ethics in business and the professions, and the relation(s) between applied ethics and other domains such as public policy and the law.
Prerequisite(s): 9 credit units in Philosophy, including at least one of PHIL 226, PHIL 231, PHIL 234, PHIL 235, PHIL 236, PHIL 237 or PHIL 238.
Note: PHIL 330 serves as the capstone course for the Certificate of Proficiency program in Applied and Professional Ethics, but is open to all qualified students.
Instructor(s): William Buschert, Sarah Hoffman, Brian Zamulinski, Bryan Wiebe

5. RESOURCES

No additional library or information technology resources will be required.
Since the prerequisite and program requirement courses that comprise the APE certificate program are all already offered by the department on a regular basis, no new teaching resources will be required for those courses. Teaching resources for the proposed capstone course will be accommodated within the department's budget.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

All of the prerequisite and program requirement courses included in the program are already offered by the department on a regular basis. Multiple sections of the prerequisite courses (PHIL 133 and PHIL 140) are offered each term and typically one section of each is offered in the Spring and Summer (T3) section. Moreover, one or more sections of each of the program requirement courses are typically offered each year, including sections offered through St. Thomas More College. All of these courses normally have fairly high enrollment caps (ranging from 20 for PHIL 233 to 120 for PHIL 140), yet none of them are regularly over-subscribed. So, with respect to prerequisite and program requirement courses, no additional resources will be required and any overall impact on the department will be minimal. Indeed, on balance, the impact will likely be positive for both the A&S and STM departments insofar as the program will help to ensure healthy enrollment in these courses.
The proposed new capstone course will require a commitment from the department to offer the course at least once each year. There are, however, several faculty members in the department who have indicated willingness to teach the course, including Professors Buschert, Hoffman; in principle the course could also be taught by Brian Zamulinski or Bryan Wiebe, both of whom are sessional instructors with extensive experience in teaching applied ethics courses. As indicated above, the course need not be reserved for students in the APE program and will likely attract some students from 3 and 4 years programs in Philosophy and, as an elective, from students in other degree programs. In fact, the proposed capstone course would likely be a viable course offering considered on its own, independent of the APE program. Arguably, the course will also help to give focus to the department's existing teaching and research strengths in the area of applied ethics.

7. BUDGET

No change to current allocations.

College Statement

From David Parkinson, Vice-Dean, Division of Humanities and Fine Arts, College of Arts and Science

I am pleased to confirm that the College of Arts & Science supports the development of Certificates of Proficiency in Applied and Professional Ethics, and Ethics, Justice and Law.

The College of Arts & Science is working to provide innovative programming options that meet student need and demand. The two certificate programs being developed will provide students with options to be recognized for concentrated study in the philosophical theories of ethics, as applied to the areas of justice and law, or to aspects of professional ethics such as codes of conduct. We believe that formal recognition for this area of study will especially benefit students who apply for admission to professional Colleges such as Law or Medicine, and those who aspire to management positions in the workforce.

The divisional Academic Programs Committee approved the proposal on 5 November 2014, as did the Division of Humanities and Fine Arts on 26 November 2014.

Related Documentation

Consultation Forms At the online portal, attach the following forms, as required
Required for all submissions: □ Consultation with the Registrar form

University of Saskatchewan logo	**Proposal for Academic or Curricular Change**

1. PROPOSAL IDENTIFICATION

Title of proposal: Certificate of Proficiency in Ethics, Justice and Law

Field(s) of Specialization: Ethics, Justice and Law

Level(s) of Concentration: Certificate of Proficiency

Option(s):

Degree College: Arts & Science

Contact person(s) (name, telephone, fax, e-mail):

Peter Alward
Professor and Head, Department of Philosophy
College of Arts & Science
email: peter.alward@uask.ca
306-966-6384

Proposed date of implementation: September 2015

Proposal Document

3. RATIONALE

Students obtaining a certificate in *Ethics, Justice and Law* will be proficient in the fundamentals of ethical theory, understanding classical theories and their foundational commitments, standard critical responses to them, and the relevance of these theories to contemporary debates. Students completing this certificate program will also have developed practical skills as critical moral thinkers.

Philosophy is a subject with great appeal to many students, many of whom pursue the study of values either for its own sake, or as a supplement to their own discipline. Students who do not wish to get a degree in philosophy, but nonetheless wish to make a substantive commitment to its study, are currently disadvantaged by not having available to them a path to completion of concentrated study in value theory. This certificate program is needed to serve the interests of these students who, at present, receive no guidance in selecting an appropriate set of courses sufficient for achieving proficiency in value theory. Students who, for example, concentrate on applied ethics without taking courses in the foundations of value theory would not, by the standards of the discipline, be thought to be proficient in value theory, while students satisfying the certificate requirements would and this could be extremely advantageous to their further studies and careers. The certificate is also needed because it is appropriate that proficiency in ethics, justice and law be formally acknowledged. Completion of the requirements of this certificate marks a significant achievement within philosophy and a clear learning outcome. Because many students with strong interests in philosophy go on to pursue degrees in fields such as Law, Medicine, Business, Education, or Journalism they can be systematically disadvantaged by this lack of a formal acknowledgement of success in this widely acknowledged and accepted area of study. Certificate programs of this sort are widely available at universities across Canada.

While in many certificates it would make sense to have the capstone, or core course, at the 300 or 400-level, in this case the core course is appropriately set at the 200-level. Ethical Theory is core to this certificate and fundamental to the learning outcomes of this program because it provides the foundational context necessary for further focused study, and because the connections between ethics, justice and the law lie in these foundational commitments. Issues central to the philosophical study of ethics, politics and the law are studied in Ethical Theory and it therefore serves as the backbone of the certificate. As students are required to complete at least one seminar class (D) they will be completing intensive study.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Certificate of Proficiency in Ethics, Justice and Law

The *Ethics, Justice and Law* certificate will allow University of Saskatchewan students an opportunity for substantive philosophical study of values in their moral, social and legal contexts. The certificate promotes knowledge of ethical theories which have been influential in shaping our thinking about rights, citizenship, democracy, virtue and our obligations to others. It also promotes rigorous, critical thinking about practical issues in ethics, justice and the law. It is expected that this program will be especially attractive to students intending to pursue studies in law, public policy, business administration, medicine, and other fields involving social policy issues.

If you are interested in more information about this certificate, please contact student-advice@artsandscience.usask.ca

Requirements: (15 credit units)

- PHIL 233 - Ethical Theory

Choose **3 credit units** from:

- PHIL 133 - Introduction to Ethics and Values
- PHIL 231 - Ethical Problems
- PHIL 234 - Biomedical Ethics
- PHIL 235 - Business and Professional Ethics
- PHIL 236 - Ethics and Technology
- PHIL 238 - Ethical Issues in Scientific Research

Choose **3 credit units** from:

- PHIL 237 - Philosophy of Law
- PHIL 262 - Social and Political Philosophy

Choose **3 credit units** from:

- PHIL 333 – Metaethics
- PHIL 337 - Philosophy of Law
- PHIL 362 - Topics in Political Philosophy
- PHIL 433 - Topics in Ethics

Choose **3 credit units** from:

- PHIL 133 - Introduction to Ethics and Values
- PHIL 231 - Ethical Problems
- PHIL 234 - Biomedical Ethics
- PHIL 235 - Business and Professional Ethics
- PHIL 236 - Ethics and Technology
- PHIL 237 - Philosophy of Law
- PHIL 238 - Ethical Issues in Scientific Research
- PHIL 262 - Social and Political Philosophy
- PHIL 333 – Metaethics
- PHIL 337 - Philosophy of Law
- PHIL 362 - Topics in Political Philosophy
- PHIL 433 - Topics in Ethics

St. Thomas More College

Some courses included in the Ethics, Justice and Law program are taught by faculty in the corresponding department of St. Thomas More College. These courses or sections are designated as STM sections in the online Course Offerings.

5. RESOURCES

This certificate is based on currently offered courses and requires no new resources.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

The courses required for this program are already taught by the Department, so there is no impact on assignment of duties or teaching resources.
Creation of this certificate will benefit students who choose to study in this area, as this study will now be acknowledged on their transcripts and in a way that can be demonstrated to other institutions and potential employers.

7. BUDGET

No change to current allocations.

College Statement

From David Parkinson, Vice-Dean, Division of Humanities and Fine Arts, College of Arts and Science

I am pleased to confirm that the College of Arts & Science supports the development of Certificates of Proficiency in Applied and Professional Ethics, and Ethics, Justice and Law.

The College of Arts & Science is working to provide innovative programming options that meet student need and demand. The two certificate programs being developed will provide students with options to be recognized for concentrated study in the philosophical theories of ethics, as applied to the areas of justice and law, or to aspects of professional ethics such as codes of conduct. We believe that formal recognition for this area of study will especially benefit students who apply for admission to professional Colleges such as Law or Medicine, and those who aspire to management positions in the workforce.

The divisional Academic Programs Committee approved the proposal on 5 November 2014, as did the Division of Humanities and Fine Arts on 26 November 2014.

Related Documentation

Consultation Forms At the online portal, attach the following forms, as required
Required for all submissions: □ Consultation with the Registrar form

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY:	Roy Dobson, chair Academic programs committee
DATE OF MEETING:	February 26, 2015
SUBJECT:	Certificate Programs
COUNCIL ACTION:	For information only

CONTEXT AND BACKGROUND:

At the January 2015 meeting of council, the academic programs committee (APC) was asked to return with a report of certificate programs offered at the University of Saskatchewan, which is attached as item 2.

DISCUSSION SUMMARY:

In response to concerns raised at the January meeting of Council about the increase in number of certificate programs and the lack of a standard structure for certificates of proficiency, aside from the requirement to use degree-level classes, a joint sub-committee is being developed with representation from both APC and the planning and priorities committee. This joint sub-committee will develop its own terms of reference. The sub-committee will focus its efforts on conducting a review to determine what other U15 institutions have for certificates and what standards they have in place for developing new certificate programs, and on developing a good understanding of what we currently have in place for certificate programs and what purposes they serve. The sub-committee will also determine what type of quality assurance review is required for these programs.

This joint sub-committee will work with the end goal of bringing forward a report and a recommendation to Council on certificate programs at the U of S.

ATTACHMENTS:

1. Guideline for certificate and diploma programs at the University of Saskatchewan
2. List of certificate programs at the University of Saskatchewan

Guidelines for Certificate and Diploma Programs at the University of Saskatchewan

As approved by the Academic Affairs Committee of Council in June, 1988 and revised by the Academic Programs Committee in May, 2000

Following are guidelines developed by the Academic Programs Committee to provide a framework for diplomas and for certificate programs. Three types of certificates are identified: Certificate of Proficiency; Certificate of Successful Completion; and Certificate of Attendance. Each is described by its principal characteristics and by example, and the final steps for approval are outlined.

1. Certificates of Proficiency and post-graduate diplomas

   - Approved by Council on the recommendation of the Academic Programs Committee
   - Used to signify the completion of a recognized program of degree-level courses
   - Implies the attainment of a degree-level standard of proficiency, achievement, or promotion

2. Diploma in Agriculture

   - Approved by Council on the recommendation of the Academic Programs Committee
   - The program includes university-level courses, and completion implies the attainment of a university-level standard of achievement.

Rationale: The Diploma in Agriculture program is a unique case at the University of Saskatchewan. It is a program covering more than a hundred students and drawing on College of Agriculture resources. Some of its courses transfer to the degree programs. However, in the past revisions in the program had been approved by the Vice-President (Academic), not by Council. In the policy previously followed by the Academic Affairs Committee, the Diploma in Agriculture had been "grandfathered" to continue this procedure. The Academic Programs Committee agreed that considering the number of students involved in the program and, in particular, its reliance on College of Agriculture resources, there did not appear to be a rationale to continue to handle this program outside of the usual Council approval procedures for academic programs. The College of Agriculture supported this change.

3. Certificate of Successful Completion

   - Approved by the Vice-President (Academic) on recommendation of an appropriate Dean, following consultation with the Office of the Registrar and the Academic Programs Committee (where such consultation is appropriate)
   - Used to signify the successful completion of a course or program of courses appropriate for post-secondary training but not classified as degree-level courses. The topics

covered in these courses may be similar to topics covered in degree-level courses, but the distinguishing features are normally differences in the breadth and depth of understanding required for successful completion

- Implies the attainment of a standard of proficiency, achievement or promotion appropriate for post-secondary training.

Rationale: As was noted in the Report of the Committee to Review the Role and Mandate of the Extension Division (May, 1996), these post-secondary programs present issues about transfer credit to university programs and "laddering" (where students expect they will be able to move from certificate to degree programs). Therefore it is appropriate that the Academic Programs Committee would play a role in the approval of the certificate programs. Advice to the Vice-President (Academic) would allow potential issues in this area to be identified.

4. Certificate of Attendance
   - Approved by the Dean of a college, after consultation with the Vice-President (Academic).
   - Used to certify satisfactory attendance at a course or program of courses sponsored by the Centre for Continuing and Distance Education or a college at the University of Saskatchewan.
   - Does not imply attainment of a standard of proficiency, achievement or promotion.

List of Certificate Programs

Diplomas and Certificates of Proficiency

Graduate Level:

- Postgraduate Diploma (P.G.D.)
- Postgraduate Degree Specialization Certificate (P.G.D.S.C.)
- Certificate in Social Economy and Co-operatives*
- Graduate Certificate in One Health*

Undergraduate Level:

- Aboriginal Business Administration Certificate
- Aboriginal Teacher Associate Certificate
- Certificate in Criminology and Addictions
- Certificate in Global Health
- Certificate in Global Studies
- Certificate in Secondary Technical Vocational Education (C.S.T.V.E.)
- Certificate in Sustainability
- Indigenous Peoples Resource Management Certificate
- International Business Administration Certificate
- Post-Degree Specialization Certificate (P.D.S.C.)
- Post-Degree Certificate in Education: Special Education
- Certificate in Jazz*
- Certificate in Justice, Ethics, and Law*
- Certificate in Applied Ethics*
- Certificate in Classical and Medieval Latin*
- Certificate in Practical and Applied Arts*

Diploma level:

- Diploma in Agribusiness
- Diploma in Agronomy

Certificates of Successful Completion

- Business Administration Certificate
- Certificate in Adult and Continuing Education
- Certificate in English for Academic Purposes
- Certificate in Teaching English as a Second Language
- Executive Business Administration Certificate
- Prairie Horticulture Certificate

- Graduate Pathways Certificate

Certificate of Attendance

- Certificate of Art and Design
- Certificate in Teaching English as a Foreign Language
- Certified Crop Science Consultant
- Master Gardener Certificate

*indicates certificate programs approved since September 2014

UNIVERSITY COUNCIL

GOVERNANCE COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Louise Racine, chair

DATE OF MEETING: February 26, 2015

SUBJECT: **Amendments to Council Bylaws, Part One, section IV. 1.**
Creation and Composition of Council Committees

DECISION REQUESTED: *It is recommended:*

That Council approve the amendments to the Council Bylaws,
Part One section 1V. 1. Creation and Composition of Council
committees as shown in the attachment.

PURPOSE: The current bylaws provide no comment on number of terms of consecutive service on Council committees by the chair or faculty members. The proposed amendments will ensure there is a break in service to provide for committee renewal.

DISCUSSION SUMMARY:

The governance committee considered the proposed revisions at its meeting on January 6, 2015, and agreed with the principle of renewal of membership on Council standing committees proposed by the nominations committee requiring:

- a one-year lapse in service after two consecutive three-year terms as a member on a Council committee;
- a one-year lapse in service after three consecutive years of service as a Council committee chair.

The governance committee further revised the submission of the nominations committee to clarify that the one-year lapse in service applied to service on the same committee, but was not required of members who sought service on a different committee.

ATTACHMENTS:

1. Memo from nominations committee dated November 23, 2014.
2. Council Bylaws Part One section 1V. 1. Creation and Composition of Council Committees: current bylaws and proposed amendments

MEMORANDUM

TO: Dr. Louise Racine, chair, governance committee of Council

FROM: Ed Krol, chair, nominations committee of Council

DATE: November 23, 2014

RE: **Council committee member terms and Council committee chair terms**
_____

This past spring as the nominations committee conducted its work nominating GAA and Council members to serve on Council and collegial committees, and nominating chairs to these committees, it became apparent to the committee that the Council bylaws are silent on the number of terms a committee member or committee chair can serve. The nominations committee reviewed the relevant bylaw (Part One, IV.1. Creation and Composition of Council committees) over the course of three meetings, each time making adjustments to the bylaw to add clarity to the question of length of service.

The nominations committee supports that member terms on Council committees not exceed two full consecutive terms, after which time, a one-year leave from the committee is required; and that Council committee chairs' terms of service not exceed three consecutive years of service, after which time, a one-year lapse in service is required. In both instances, the one-year lapse in service provides the opportunity for renewal, prior to consideration of the member in question for reappointment as either a committee member or committee chair.

Members considered these changes would help to prevent potential stagnancy on Council committees and promote faculty engagement through turnover in membership.

Sincerely,

Attached: Council Bylaws Part One, IV.1. (in mark-up)

CURRENT

PROPOSED

Part One, section IV. 1. Creation and Composition of Council Committees

Part One, section IV. 1. Creation and Composition of Council Committees

(k) The term of office of a faculty member of a standing committee is normally three years. The terms of student and sessional lecturer members will be one year. The term of office of Chairperson will be one year, and may be renewed annually for up to two additional years.

(k) The term of office of a faculty member of a standing committee is three consecutive years, renewable once for up to an additional three years, for a maximum of six consecutive years of service. Once the maximum term of service has been reached, one year must lapse prior to the commencement of a new term on that same committee. The term of office of the Chairperson will be one year, renewable annually for up to two additional one-year terms. Once the Chairperson has served for a maximum of three consecutive years of service, one year must lapse before the member may serve as Chairperson of that same committee. The renewal of the Chairperson is subject to the six consecutive years of service a faculty member may serve on a standing committee. For greater certainty, the maximum six years of consecutive service limitation does not apply to *ex officio* members of a committee.

(l) The terms of student and sessional lecturer members will be one year.

UNIVERSITY COUNCIL

Teaching, Learning, and Academic Resources Committee

FOR INFORMATION ONLY

PRESENTED BY: Jay Wilson, Chair
                                   Teaching, Learning, and Academic Resources Committee

DATE OF MEETING: February 26, 2015

SUBJECT: Report from TLARC working groups

COUNCIL ACTION: For information only

CONTEXT AND BACKGROUND:

The teaching, learning, and academic resources committee (TLARC) has an established
practice of creating working groups to investigate more fully issues that fall under the
committee's purview. The work of these groups advances TLARC's mandate of
supporting the delivery of academic programs at the University of Saskatchewan.

For the 2014/15 academic year, TLARC has struck four working groups to investigate
and report on the following issues:
  • Experiential learning,
  • Evaluation of teaching,
  • Future learning technology, and
  • Indigenizing the curriculum.

DISCUSSION SUMMARY:

The attached report contains an update on the activities of the four working groups of
TLARC. Please note the work being done on raising awareness of experiential learning
in the student information system at the point of registration.

ATTACHMENTS:
  1. Report from working groups of the teaching, learning, and academic resources
     committee

Report from working groups of the teaching, learning and academic resources committee of Council

Experiential learning working group (Chair: Patti McDougall)

The 3rd Integrated Plan, Promise and Potential, sets the goal of increasing experiential learning activity by 20% by 2016 (now extended to 2017). One of the first steps in working towards this goal was to develop a concept paper that mapped out a definition of experiential learning that would be used by the University of Saskatchewan, described the benefits tied to experiential learning, provided best practice examples from other universities, and delineated a baseline of current activity (based on an inventory project conducted in the winter of 2013). As part of the recommendations stemming from the concept paper, there is general consensus that one important way to increase student activity and engagement with experiential learning is to build stronger awareness of where (i.e., in which courses) these opportunities exist. The Experiential Learning working group is working on a project that will "tag" experiential learning courses in the registration system. The group hopes to run a pilot to "tag" a first set of these courses in time for the June, 2015 registration windows. The second project for the working group this year will be to design an experiential learning website to house information for students, faculty and staff.

Student-based evaluation working group (Chair: Patti McDougall)

In 2007, University Council adopted a "common" teaching/course evaluation instrument to be centrally supported. The selection of the evaluation instrument was overseen by the Instructional Development Committee of Council, now known as the Teaching, Learning and Academic Resources Committee of Council (TLARC). Although the common instrument was implemented and maintained in on-line and paper-based versions, no significant work has been done to develop policy or associated procedures beyond information that appears in the overview for the instrument. Over the years, procedural questions have arisen ranging from purely operational items to more strategic institutional considerations. Beginning in the 2013-14 year, TLARC populated a working group with a view to crafting procedural language. It was determined that the appropriate course of action would be to draft a policy document to set out purpose, principles, scope and responsibilities regarding student-based evaluations of teaching and courses. A companion set of procedures would then logically accompany the underlying policy statement as opposed to existing in isolation as a set of disconnected guidelines. The working group carried on into 2014-15. TLARC anticipates seeing these drafted documents by March for the purposes of preliminary approval. The policy and procedures documents will also be shared with other

stakeholder groups before being approved by the Policy Oversight Committee and then brought forward to University Council from TLARC.

Future learning technology working group (Chair: Randy Kutcher)

The Future Learning Technologies (FLT) working group was struck to discuss use of new and current technologies available to faculty to facilitate teaching and has met three times since November 2014. At present, there is limited information on how extensively faculty are using the existing tools, what aspects of each technology are used, and the reasons for not using more of the technologies. There is also limited information on the effectiveness of the technologies in terms of student engagement and learning. The FLT working group has proposed that more information be gathered, not by a random survey of faculty, but by a targeted discussion with only one, or at most two, interested departments. To this end, the Gwenna Moss Centre for Teaching Effectiveness (GMCTE) and Information and Communications Technologies (ICT) have been invited to provide input on how this information may be gathered. The FLT working group is currently in discussions with both groups.

Indigenizing the curriculum working group (Chair: Candace Wasacase-Lafferty)

The Indigenizing the Curriculum working group has met and outlined a process for consultation for recognizing that the U of S is on Treaty Six land. The Gwenna Moss Centre for Teaching Excellence will support this work under the direction of the working group. Draft language is being developed and the consultation process will begin in March. The working group's goal is to survey and meet with campus stakeholders and culturally-appropriate knowledge keepers with the target of having acceptable language in place for Spring Convocation and University council in May. The project is especially important as this spring's Convocation ceremony marks the 100th anniversary of the first graduation of a Métis woman from the university.