

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
FOR INFORMATION ONLY**

PRESENTED BY: Roy Dobson, Chair, Academic Programs Committee of Council

DATE OF MEETING: January 24, 2013

SUBJECT: Items for Information:
- New concentration in Language and Speech Sciences and name change for existing concentration to General and Applied Linguistics in the BA Four-year in Linguistics
- New concentration in Conducting/Music Education in the Master of Music
- Name change to Religion and Culture in BA programs of the Department of Religion and Culture

COUNCIL ACTION: For information only

SUMMARY:

The following items were approved by the Academic Programs Committee at its meeting of December 12, 2012 and are reported to Council for information:

1. New concentration in Language and Speech Sciences and name change for existing concentration to General and Applied Linguistics in the BA Four-year in Linguistics
2. New concentration in Conducting/Music Education in the Master of Music
This concentration includes the following new courses:
EMUS 838.3 Advanced Choral Music Teaching in the Secondary School
EMUS 841.3 Advanced Philosophical Basis of Music Education
EMUS 848.3 Advanced Instrumental Music Teaching in the Secondary School
EMUS 890.3 Advanced Seminar in Music Education
MUS 828.3 Advanced Choral Pedagogy
MUS 833.3 Advanced Seminar in Choral Literature and Materials
MUS 838.3 Advanced Seminar in Instrumental Conducting
MUS 863.3 Advanced Seminar in Instrumental Literature and Materials
3. Name change to Religion and Culture in BA programs of the Department of Religion and Culture

ATTACHMENTS:

Proposal for concentration in Language and Speech Sciences (pages 2-12)
Proposal for concentration in Conducting/Music Education (pages 13-28)
Name Change form (pages 29-30)

Proposal for Curriculum Change University of Saskatchewan

to be approved by University Council or by Academic Programs Committee

1. PROPOSAL IDENTIFICATION

Title of proposal: Concentrations in Linguistics : ci f!nYU' Program

Degree: Bachelor of Arts

Field of Study: Linguistics

Level: Four-year

Concentrations:

New: Language and Speech Sciences

Same change: Á cã cã * Á ! [* ! æ D General and Applied Linguistics

Degree College: Arts and Science

Department: Religion and Culture

Home College: Arts and Science

Contact person(s) (name, telephone, fax, e-mail):

David Parkinson
Vice-Dean (Humanities and Fine Arts)
College of Arts & Science
966-5516

Date: December 5, 2012

Approved by the degree college and/or home college: November 28, 2012

Proposed date of implementation: September 2013

2. Type of change

Requiring approval by Academic Programs Committee

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A change in program options

3. RATIONALE

Approximately half of all the students who major in Linguistics aspire to pursue careers in Speech and Language Pathology (SLP). Though there is a high demand across the country, and specifically in Saskatchewan, for speech and language pathologists, only one analogous undergraduate program in Speech and Hearing sciences exists in Canada at Brock University, in the Department of Applied Linguistics. The purpose of introducing this new program option (new concentration) is to allow Linguistics students who are interested in careers in speech and language pathology, audiology and/or speech therapy to focus their university studies on the courses required for entry into Masters' level SLP programs in Canada.

This proposal was developed following consultation with world-renowned speech scientist Dr. Martin J. Ball, University of Louisiana at Lafayette; Editor 'Clinical Linguistics and Phonetics', with cognate units, and with representatives of the University of Saskatchewan's Linguistics Students Association. The proposal has been endorsed by the Associate Dean of Physical Therapy and Rehabilitation Sciences, Elizabeth L. Harrison. The new concentration builds on existing expertise within the Linguistics faculty in the areas of speech and language sciences (predominantly phonetics, phonology, syntax, morphology, child language acquisition), on the history of productive collaboration with the Department of Psychology, and on building new interdisciplinary bridges with Biology.

All Linguistics majors will clearly see a SLP career option they can pursue. The concentration highlights Linguistics courses that are the most relevant for entry to SLP master's programs, as well as provides guidelines to students regarding non-Linguistics courses they need to take in order to satisfy entry requirements. No new Linguistics courses are required; existing courses are "packaged" to emphasize their relevance for the SLP field. The concentration can be implemented within the current faculty complement and budget in the home unit of Linguistics Program (Department of Religion and Culture).

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Bachelor of Arts Four-year - Linguistics

The Linguistics 4-year program will be reorganized to have two streams as follows:

LANGUAGE AND SPEECH SCIENCES STREAM

B1-B5, B7 requirements are unchanged from the current program

B6 Major Requirement (36 credit units)

*No more than 6 cu of 100 level courses can be used to satisfy this requirement

Part A. Linguistics courses requirement:

- LING 241.3
- LING 242.3
- LING 243.3
- LING 248.3
- LING 340.3
- LING 347.3
- 3 credit units 200-Level, 300-Level or 400-Level LING courses

Part B. Cognate disciplines requirement: 15 cu as follows:

- 3 credit units research methods or statistical analysis selected from: LING 345, 403; PSY 233, 234, 235; STAT 242, 244, 245, 246;
- 3 credit units Child development -- PSY 213;
- 3 credit units Psychology selected from: PSY 252, 253, 256;
- 3 credit units Neuroanatomy or Neuropsychology selected from: PSY 242, 246;

- 3 credit units senior LING* or ACB 310.3; ACB 334.3; BIOL/BMSC 224; BIOL 317.3;

* Students are advised to monitor the entrance requirements for SLP/Audiology programs for which they intend to apply. If their chosen program requires biology/anatomy courses, these should be chosen in their undergraduate program. If the chosen graduate program contains no such requirements, students are recommended to take 3 additional credit units senior LING instead.

GENERAL AND APPLIED LINGUISTICS STREAM

New title applied to the currently existing B.A. 4-year Linguistics program requirements, with no changes. The new title will help differentiate the two options.

*list of LING and specific cognate courses used in B6, with titles, is attached

5. RESOURCES

The proposal relies exclusively on the Faculty and other resources already available in the Linguistics program and cognate Departments. No new resources are required.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

This program option draws from the existing courses within the College of Arts & Science. Correspondence with affected departments is attached.

7. BUDGET

The program can be accommodated within the existing departmental budget.

Consultation Forms

Attach the following forms, as required

Required for all submissions:

Consultation with the Registrar form

College Statement

From David Parkinson, Vice-Dean, Division of Humanities and Fine Arts, College of Arts and Science

The College of Arts and Science supports the proposal of Language and Speech Sciences as a concentration in Linguistics. This program option will enable students to prepare for graduate-level education in speech and language pathology, audiology, and speech therapy. These are growing fields not just in Saskatchewan but in many parts of the country.

This proposal specifically embodies Innovation in Academic Programs as set out Division's plan for the Third Planning Cycle. The fifth divisional goal in that area of focus has to do with the role of Linguistics: "Specifically through its Linguistics program, the Division will support the College of Medicine in its development of programming and research in Speech Pathology" (<http://www.usask.ca/plan/colleges-schools-units/arts-science.php>).

The divisional Academic Programs Committee approved the proposal on 14 November 2012, as did the Division of Humanities and Fine Arts on 28 November 2012.

Course List:

LING 110.3 —Introduction to Grammar
LING 111.3 —Structure of Language
LING 112.3 —Dynamics of Language
LING 241.3 —Introduction to Syntax
LING 242.3 —Phonetics
LING 243.3 —Morphological Patterns in Language
LING 244.3 —Sociolinguistics
LING 245.3 —Lexicology – pending approval
LING 247.3 —The World's Major Languages – pending approval
LING 248.3 – Second Language Acquisition
LING 298.3 —Special Topics
LING 299.6 —Special Topics
LING 340.3 —Principles of Phonology
LING 341.3 —Semantics
LING 342.3 —American Indian Languages
LING 345.3 —Introduction to Linguistic Research
LING 346.3 —Language in Time and Space
LING 347.3 – Conversation and Discourse Analysis
LING 398.3 —Special Topics
LING 399.6 —Special Topics
LING 402.3 —Language and Culture
LING 403.3 —Research Methods in Linguistics
LING 478.3 —Honours Project
LING 498.3 —Special Topics
LING 499.6 —Special Topics

ACB 310.3 —Basic Human Anatomy
ACB 334.3 —Introductory Neuroanatomy

BIOL/BMSC 224.3 —Animal Body Systems
BIOL 317.3 —Fundamentals of Animal Physiology

PSY 213.3 —Child Development
PSY 233.3 —Statistical Methods in Behavioural Sciences
PSY 234.3 — Statistical Methods in Behavioural Sciences
PSY 235.3 — Research Methods and Design
PSY 242.3 — Physiological Psychology
PSY 246.3 —Introduction to Human Neuropsychology
PSY 252.3 —Perceptual Processes
PSY 253.3 —Introduction to Cognitive Psychology
PSY 256.3 —Psychology of Language
PSY 315.3 —Advanced Development I Social and Emotional
PSY 316.3 —Advanced Development II Social and Emotional Research
PSY 355.3 —Research in Advanced Cognitive Science

PSY 418.3 —Advanced Seminar in Developmental Psychology
PSY 456.3 —Advanced Seminar in Cognitive Science

STAT 242.3 —Statistical Theory and Methodology
STAT 244.3 —Elementary Statistical Concepts
STAT 245.3 —Introduction to Statistical Methods
STAT 246.3 —Introduction to Biostatistics

Consultation with Department of Psychology:

On 2012-10-14, at 3:12 PM, "Makarova, Veronika"
<v.makarova@usask.ca<mailto:v.makarova@usask.ca>> wrote:

Dear Professors Thompson, Borowsky, Teucher, I attach for the consultation in your Department a proposal for a concentration in Speech and Language Sciences in Linguistics Program.

Please consider the proposal which involves courses offered in your Department and provide me with feedback by October 30th, since we hope to put it on November Challenge.

Sincerely,
Veronika Makarova,
Linguistics Program Chair

<LANGUAGE AND SPEECH SCIENCES CONCENTRATION.docx>

From: Borowsky, Ron
Sent: Monday, October 15, 2012 8:09 AM
To: Makarova, Veronika
Cc: Thompson, Valerie; Teucher, Ulrich; Harrison, Liz
Subject: Re: Linguistics concentration (for consultation)

Hi Veronika,

I take it that this is related to the meeting we had with Dr. Ball from Louisiana and Assoc. Dean Liz Harrison from Medicine regarding an undergrad program in SLP. I think it would be critical to know which courses are required/recommended in graduate SLP programs in Canada and use it as a strong rationale for the proposed program. I would guess that some of our courses (e.g PSY 256 psychology of Language) are more important to this than others. Perhaps we could provide better feedback once you have a draft of the full proposal with the rationale? For example, the 3rd year PSY courses have a pre-req sequence, but I'm not clear as to how critical the 3rd year PSY courses are to this proposal, and similarly, we usually require students to first take PSY 233 234 235 so they are ready to take these 3rd year lab courses.

Best regards,
Ron

From: Makarova, Veronika
Sent: Monday, October 15, 2012 10:55 AM
To: Borowsky, Ron
Subject: RE: Linguistics concentration (for consultation)

Dear Ron,
The proposal is not related to Dr Ball's visit, quite the opposite – his visit is related to the proposal, which was already approved by the Ling Committee in the current form prior to his visit, and his visit was arranged to prepare the grounds for the proposal as well as for “pushing” SLP.

In order to produce this proposal, I did survey all the Canadian SLP programs requirements, and the proposal is based on them.

Rationale is as follows: Most students in Linguistics program pursue the careers in Speech and Language Pathology. This proposal allows the students to focus their university studies on the courses required for the entries in SLP programs in Canada.

The PSY Stats courses are only an option – they need 3 cu of any stats, so it is the students' job to look for prerequisites. The PSY Lab courses – as well as all other PSY courses – this is where we need some feedback. I put into the proposal all the PSY courses required by SLP programs in Canada. Most programs require only 3 cu selected from ... and this is exactly how I arranged the proposal, including the PSY lab courses (some programs require them, some don't, but for those which require, stats can select 3 cu from...). We are well aware of prerequisites, but this is student' job to handle them. If you suggest that we should also include PSY (1XX?) I am not sure which of your new introductory PSY is more relevant, then please advise me.

We need the feedback on Psychology courses component from the Dept Psychology by October 30th, since the proposal goes on November course challenge, so if you have any specific suggestions, they would be greatly appreciated.

Best wishes,
Veronika

From: Borowsky, Ron
Sent: Tuesday, October 16, 2012 10:13 AM
To: Makarova, Veronika
Cc: Thomson, Stacey; Psychology - Dept Head; Elias, Lorin
Subject: RE: Linguistics concentration (for consultation)

Hi Veronika,

As I mentioned when we met in the hall yesterday, I brought your proposal to our UGC yesterday, and there are a few comments/questions that came up:

- for the 3cu Stats or research methods: we think you meant PLSC 314 instead of PSY 314?

- for the 3cu Psycholinguistics: given that PSY 256 (Psychology of Language) will have much more language-related content than PSY 253 (Cog PSY), it would benefit these students if PSY 256 was somehow recommended over PSY 253.

- under 3 cu Neuroanatomy or Neuropsychology: we agree with PSY 242 (Physiological Psychology) and PSY 246 (Human Neuropsychology), but for students to get into PSY 343 and 344 they would need permission of the department, and to have PSY 233 (Statistical Methods in the Behavioural Sciences) and PSY 235 (Research Methods and Design) for PSY 343, as well as PSY 234 (continuation of PSY 233) for PSY 344. That would also be true for the Neuropsychology versions of these 3rd year lab courses (PSY 347 and 348).

- in your email below, you asked about which PSY 1XX they should take: given that you are requiring them to take PSY 213 (Child development) they will need to have PSY 121 (Social & Developmental) as it is in the social science side of Psychology; given that you require either PSY 242 or PSY 246, they will also need to have PSY 120 (Biological), and most of the other PSY course you are recommending fall on this natural science side as well.

I hope this feedback is helpful for preparing your proposal, and I look forward to seeing it when it is ready. Our committee is particularly interested in seeing what the range of requirements are for SLP programs across the country, as we are currently in the middle of our curriculum renewal and would like to maintain courses that are important for other programs. On that topic, I recall recommending PSY 252 (Perceptual Processes) to Mary Marino in your dept several years ago, and she seemed to think that it was a good fit for students interested in SLP. Is that course no longer part of what SLP programs are asking for?

best regards,
Ron Borowsky (Psychology UG chair)

Consultation with Departments of Anatomy and Cell Biology, Biology and Physiology:

From: "Makarova, Veronika" <v.makarova@usask.ca>
Subject: Major program revision in Linguistics -- consultation
Date: 14 October, 2012 3:19:36 PM CST
To: "Rosser, Benjamin" <ben.rosser@usask.ca>
Cc: "Gray, Jack" <jack.gray@usask.ca>

Dear Professor Rosser, Professor Gray, Professor Desautels,
I attach for the consultation in your Department a proposal for a concentration in Speech and Language Sciences in Linguistics Program.

Please consider the proposal which involves courses offered in your Department and provide me with feedback by October 30th, since we hope to put it on November Course Challenge.

Sincerely,
Veronika Makarova,
Linguistics Program Chair

From: Gray, Jack
Sent: October 18, 2012 9:56 AM
To: Marchant, Tracy
Cc: Makarova, Veronika
Subject: Fwd: Major program revision in Linguistics – consultation

Hi Tracy,

Can you give me your thoughts on this given that it includes BIOL 317 and 318?

Veronika, can you give us an estimate of the number of students that you anticipate in this program?

Thanks
Jack

Jack Gray, Ph.D.
Head and Associate Professor

From: Marchant, Tracy
Sent: Thursday, October 18, 2012 1:36 PM
To: Makarova, Veronika
Cc: Gray, Jack
Subject: RE: Major program revision in Linguistics -- consultation

Hi Veronika:

I am the UAC chair over here and am happy to provide feedback.

The prereq for BIOL 317 is BIOL 224 (Animal Body Systems). BIOL 224 is also offered as BMSC 224 (same course different #)

BIOL 224 is roughly equivalent to PHI 208.6 in that it covers most of the same material but includes a lab/practicum component.

So, why don't you list BIOL/BMSC 224 as one of the courses instead of BIOL 317/318?

The BIOL 317 course is often filled with just BIOL majors. However, as long as there is an opening and prereqs are met (which include CHEM 112 & 115 with BIOL 224), we accept students from other programs.

Given that this is a BA program, though, I do wonder how many linguistic students would have the CHEM prereqs for BIOL 317? The prereq for BIOL 224 is BIOL 120 and many BA students already take BIOL 120 as a science distribution requirement.

So, the prereq for the various courses may also make BIOL 224 a better choice for this list. I am sure that we could accommodate 3 or 5 more students in BIOL 224.

With regard to the proposal overall, I do find the last requirement "3 cu of sr LING or 3 cu of the anatomy/phys" to be a bit of an odd mix. I can't see that the sr LING courses share a natural affinity with the anat/phys courses. They seem to be a bit too different to be true substitutes for each other. Would it not be more logical to require 3 cu sr LING and 3 cu from the anat/phys list?

Thanks for the opportunity to comment.

Cheers,

Tracy

Consultation with Dr. Elizabeth Harrison, Associate Dean, Physical Therapy and Rehabilitation Sciences

On Nov 1, 2012, at 3:33 PM, "Makarova, Veronika" <v.makarova@usask.ca> wrote:

Dear Liz,

Thank you so much for arranging Dr Ball's visit. Following our discussions of SLP issues, I am submitting to Course Challenge a concentration in Language and Speech Sciences within a 4-year Linguistics BA. If you have any comments /suggestions on the proposal, please let me know.

Sincerely,
Veronika Makarova,
Linguistics Program Chair

From: Harrison, Liz
Sent: Thursday, November 01, 2012 4:21 PM
To: Makarova, Veronika
Subject: Re: Language and Speech sciences concentration within Ling BA

Good luck with your proposal and ongoing collaborations with your Associate deans and faculty colleagues.

I am not a content expert so not able to comment on specifics. I hope Dr. Ball's expert advice

was helpful.

I appreciate the update.
Liz

Consultation with Department of Mathematics & Statistics

Dear Professor Soteros,

I am putting forward a new concentration proposal within Linguistics major (concentration is a “stream” within an already existing degree, not a new one).

Four Stats courses are offered as options(Stat 242, 244, 245, 246).

Please let me know asp, if you have any suggestions, objections, etc.

Sincerely,
Veronika Makarova,
Linguistics Program Chair

Dear Veronika,

I have heard back from the Undergraduate Committee and there are no objections to the STAT classes that you have listed there.

In practice, some of those classes have pre-requisites which may make it unlikely that students will take them. However, we agree that any of them should be suitable:

Comment 1: One of the pre-requisites for STAT 242 is STAT 241.

Comment 2: There are also some pre-requisites for STAT 245 and 246. (Pre-requisites for STAT 245: MATH 100, 104, 110 or STAT 103; Pre-requisites for STAT 246: MATH B30 and BIOL 120 and 121).

Comment 3: STAT 244 might be the most likely course (Pre-requisite: a course in a social science or MATH A30 or Foundations of MATH 30 or Pre-calculus 30) that students will use.

Thank you,
Chris Soteros
Acting Head, Math & Stats

Dear Professor Soteros,

Thank you very much for your most helpful comments. We will certainly alert the students to your prerequisites.

Sincerely,
Veronika Makarova

MEMORANDUM

To: Cathie Fornssler, Committee Coordinator
Academic Programs Committee of University Council

From: Trever Crowe, Associate Dean
College of Graduate Studies and Research

Copies: L. McIntyre, G. Langner

Date: November 20, 2012

Re: Proposal for the new concentration in Conducting/ Music Education within the
Master of Music (Performance)

Consistent with the Curricular Changes – Authority for Approval chart approved by University Council April 2002, attached is a report that describes the review of the proposal for the new concentration in Conducting/ Music Education within the Master of Music (Performance).

This report includes three appendices: CGSR committees' recommendations for approval, correspondence associated with the review process (most recent to earliest), and the CGSR approved proposal. The formal review started with the Graduate Programs Committee on June 13, 2012 and the final motion to recommend to the Academic Programs Committee was made by the College Executive Committee on November 15, 2012.

This proposal involves a new stream within an existing degree program. There are other undergraduate courses, already available within this discipline; the necessary faculty expertise exists within the Department of Music. We are convinced that this is a viable and sustainable area of focus for the Department of Music and the Division of Humanities and Fine arts. The College of Graduate Studies and Research supports the development of this new concentration. If questions or concerns arise during the review by the Academic Programs Committee, I would be happy to respond.



TC/ab

Proposal for the new concentration in Conducting/ Music Education within the Master of Music (Performance)

Discussion and Motion passed at College of Graduate Studies and Research Executive Committee – November 15, 2012

Master of Music (Performance) – Conducting/ Music Education concentration –The proposal is to add a third concentration in conducting/music education to the existing project based Master of Music (Performance) degree. The new concentration would require 24 credits of course work and a 6 credit unit project. The mandatory courses will be offered on a two-year rotational basis in order to accommodate the small size of the faculty complement in music.

MOTION: *“That the proposal for the new concentration in CONDUCTING / MUSIC EDUCATION within the MASTER of MUSIC (PERFORMANCE) be recommended to APC for approval.”*

McIntyre/ Fulton – Unanimous

Discussion and Motion passed at College of Graduate Studies and Research Graduate Programs Committee – November 6, 2012

Master of Music (Performance) – Conducting/ Music Education concentration – The committee noted that the Department of Music had done an excellent job of implementing the committee’s suggestions, as outlined in the June 19th, 2012 memo to the Department of Music. Committee members had questions related to 1) the use of zero credits for MUAP 820.0 in the students’ program of study; and 2) which 100 level language requirements would satisfy any necessary listed language requirement. However, the committee approved of the overall state of the proposal.

MOTION: *“That the proposal for the new concentration in CONDUCTING / MUSIC EDUCATION within the MASTER of MUSIC (PERFORMANCE) be recommended to the Executive Committee of CGSR for approval.”*

T. Epp/D. Goodridge – Unanimous

Proposal for Curriculum Change University of Saskatchewan

to be approved by University Council or by Academic Programs Committee

1. PROPOSAL IDENTIFICATION

Title of proposal: Regularization of the Conducting/Music Education ~~Ô[} & } dæä }~~

Degree(s): M.Mus. (Performance) Concentration: Conducting/Music Education

Level(s) of Concentration: Masters Option(s): Project

Degree College: CGSR Department: Music Home College: Arts and Science

Contact person(s) (name, telephone, fax, e-mail): Gerald Langner (Head),
gerald.langner@usask.ca (8352); Gregory Marion (Graduate Chair),
gregory.marion@usask.ca (8355)

Date: March 21, 2012

Approved by the degree college and/or home college: March 14, 2012

Proposed date of implementation:

2. Type of change

Requiring approval by Academic Programs Committee

- ☒ Addition of a higher Level of Concentration to an existing Field of Specialization.
☐ A change in program options

Notice of Intent
Master of Music degree in Conducting/Music Education (Choral or Instrumental)
submitted to
College of Graduate Studies and Research
October, 2012

Preamble:

The Department of Music is in the process of expanding its graduate programs in music. To date the Master of Music in Music Theory, Composition, and the Master of Arts in Musicology programs have been approved by the CGSR and at the various University levels and University Council. The purpose of this document is to regularize a special-case program, i.e., the Master of Music in Conducting/Music Education (Choral or Instrumental) that is a stream within an existing degree program: M.Mus. (Performance).

The Department of Music has been considering regularizing the Conducting/Music Education stream of the M.Mus.(Performance) degree program for some time now. However, we have held off doing so for a number of reasons, not the least of which being that the Conducting/Music Education area has undergone a vital rejuvenation process—one that has seen changes to the structuring of undergraduate courses, as well as the addition of a new faculty member (Dr. Darrin Oehlerking)—together with the repositioning of another faculty member's teaching and research orientation (Dr. Glen Gillis). These changes will enhance the delivery of all of the area courses and we feel that they will also position us for regularization of the M.Mus.(Conducting/Music Education) stream.

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?

The motivation for proposing this program is two-fold:

- a. to establish a university program that will contribute in the preparation of specialists in conducting (choral or instrumental) as well as component research in music education, and
- b. to increase research in applied ensemble music programs.

The University of Saskatchewan, through the College of Graduate Studies and Research, has demonstrated its commitment and support for the development of the musical arts and applied ensemble music in conducting techniques, literature, and music education with the acceptance and funding of special case students at the master's level. Currently, two students are enrolled in the program and one has graduated this past spring with this particular degree. There are three fully qualified full-time faculty members—of which two are tenured (professor and associate professor) and one is tenure-track (assistant professor-probationary) with appropriate terminal degrees who will provide leadership in the program. The proposed program will be course-based and will also include a

research project (please see the “Program Requirements” appended). The Department of Music already offers courses at the graduate level and there are sufficient existing graduate music courses that will serve as a basis for this program. In addition, six other full-time faculty members in the Department are involved in research and teaching that directly supports the establishment and viability of this program.

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?

The Department of Music currently receives many inquiries from interested and potential students both in and out of province as to the status of a graduate program in conducting (choral or instrumental) as well as in music education. Further, there is a growing interest from a number of our own matriculating undergraduate students who inquire about further study in our Department. The establishment of a master’s degree in conducting as well as in music education would certainly aid in the recruitment and retention of students in the province of Saskatchewan and the University, which would help in providing cultural leadership in the province and beyond.

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 2003 SPR report stated: “The [Music] Department is overdue for a graduate program that goes beyond planning and ‘special case’ students. We feel that Masters programs in Music History, Theory/Composition, and Music Education are possible with only modest investment in new faculty.”

Furthermore, “The University’s Capital Campaign may result in support for University-wide opportunities such as a Fine and Performing Arts Complex [which has been] identified as a high priority for development by the College of Arts and Science.” (*A Framework for Action: University of Saskatchewan Integrated Plan 2003-2007*). This complex is now identified as the “Clarion Project.”

The current support of both the College of Graduate Studies and Research and the College of Arts and Science with respect to the Department’s acceptance of special-case graduate students, as well as the identification by the College of Arts and Science of the Clarion Project as a “high priority” in the current Integrated Planning Sequence, demonstrates to all intents and purposes a vision of commitment to graduate programs in music.

The University’s Third Integrated Plan Priority concentrates on the areas of:

1. *Knowledge Creation: Innovation and Impact.*

A graduate degree in conducting will enable students to:

- participate in scholarship and develop critical thinking skills and methodologies in applied ensemble music.
- practice scholarship in the application of knowledge to serve the community and the greater province, while providing a benefit to the performing arts in general at the University of Saskatchewan.
- apply their knowledge and skills in a professional setting, as well as to provide exemplary leadership for their graduate and undergraduate colleagues alike.

2. *Innovation in Academic Programs and Services.*

The establishment of this program will help to ensure that the University offers a vital professional music program that continues to be attractive to students. Approval of the program would also provide opportunities for faculty and student collaboration in research and high-quality educational practices.

This program will provide greater creative time for supervisory faculty through increased graduate student participation in various program capacities, while enhancing curricular discovery and development, critical thinking, research methodology and analysis, and the implementation of novel pedagogical practices.

3. *Culture and Community: Our Local and Global Sense of Place.*

The creation of this program will foster a spirit of collaborative research between the graduate student, the student's advisor, the larger community of the music program at the University of Saskatchewan and the College of Education resulting in dissemination of knowledge, which in its turn will provide practical musical ensemble performance experiences, artistic practices for students, and new methods and techniques in music education.

4. *Aboriginal Engagement: Relationships, Scholarship, Programs.*

Due to the highly specialized training and specific nature of Western European Art music and culture, the Department of Music has little to no experience with students from Aboriginal communities. However, it is an eventual goal of the Department to incorporate and to seek collaboration and common ground with Aboriginal communities, while exploring the artistic relationship between cultures with a view to musical leadership styles and common performance issues and practices. There is a great deal of research to be done in the traditions, issues, and practice of leading and conducting Aboriginal musical ensembles.

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?

This program is most appropriate to a university as the application of conducting skills involves critical analysis in methodological and research-based scholarship as well as the component research into music education techniques and practices. As well, this program will also help to recruit, attract, and sustain enrolment in the Department of Music and the University of Saskatchewan.

The Master of Music in Conducting/Music Education does not compete with any other graduate degrees in music and will not require further resources or unduly overload any full-time faculty member. There is a common “core” of courses that all graduate students in music must take which requires minimal additional Departmental resources and instead draws on the expertise of our faculty, thus enhancing the student experience. These courses have already been developed and are currently listed in the calendar.

There is no other program at the University of Saskatchewan (or for that matter in North America) similar to that which is being proposed. Currently, only the University of Regina offers a Master’s degree in conducting. The University of Regina had established this program in the late 1970s but for various reasons has had few graduates—just one in the past fifteen years. A term position in the choral music program at the University of Regina has just been filled and hence it may be some time before more students will graduate from that program. The University of Saskatchewan is thus well positioned to take on a leadership role in this field.

No program will be deleted as a result of offering this new program.

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?

No additional funding or resources will be required. The existing resources of the Department of Music are sufficient. The PCIP has not been involved.

Furthermore, one student has now successfully graduated last spring from this program as a “special case” candidate.

Master of Music in Performance (May 11, 2009—rev'd May 1, 2011)

The **Master of Music in Performance** degree (project based) requires a minimum of 30 post-baccalaureate credit units. The degree is offered in the following areas: Piano, Collaborative Piano, Voice, Trumpet, Saxophone, and Conducting/Music Education.

(A) Specific Admission Requirements

1. A Bachelor of Music (Honours), or equivalent, with a cumulative average of 80% in the final 60 credit units (supply an official transcript).
2. Three letters of recommendation.
3. A current résumé.
4. A statement of intent in which the applicant describes his/her prior academic background, readiness to undertake the Master of Music Degree in Performance, and the purpose/rationale for wanting to enroll in the program.
5. TOEFL Examination results for applicants from non English-speaking countries.
6. All entering graduate students in the MMus program are required to sit assessment examinations in Musicology and Music Theory. The examinations are given in the week prior to the start of classes. Deficiencies must be addressed before taking “Course Requirements” (Sections C & D, below).

(B) Application Process

1. Submission of a comprehensive list of works studied to date in the student's principal applied area (as an undergraduate student and post-degree, as appropriate). Indicate (with an asterisk) all works performed or conducted publicly.
2. a. In the case of Piano, Collaborative Piano, Voice, Trumpet, Saxophone, submission of an unedited DVD (at least 45 minutes in length) made within the last 12 months, or a live audition. Students preferring to give a live audition must contact the Chair of the Department of Music's Graduate Committee prior to December 1.
b. In the case of Conducting/Music Education an unedited DVD (at least 30 minutes in length) made within the last 12 months. Applicants may be requested to conduct a live audition with one of the Department of Music's performance ensembles.
3. Audition requirements:
Piano: Three works of different periods, including two movements of a Classical-era sonata, a major work of the Romantic period and a contrasting work of ones own choice.
Collaborative piano: a selection of 4 art songs from different periods, one major instrumental chamber work and one solo work from the advanced standard repertoire.
Voice: A minimum of 5 works that span 1600-present. A work from each of the Baroque, Classical, Romantic, 20th-century, and contemporary periods (since 1950) must be represented. Further, selections must cover the following genres: operatic aria from the Baroque or Classical eras; 19th-century art song in French or German. At least three standard European languages (e.g. Italian, French, German, Spanish) and English must be represented.
Trumpet, Saxophone: Three contrasting works of different styles.
Conducting/Music Education: The unedited DVD is to be at least a half-hour in length, and must include a minimum of two contrasting works.
4. Submission of an example of academic writing completed within the final two years of a BMus (or equivalent) program, e.g. a term paper.

5. Submission of all application forms as stipulated by the College of Graduate Studies and Research at the University of Saskatchewan. This includes the non-refundable application fee.
6. Submission of application for Financial Assistance form (available through the College of Graduate Studies) by February 15 of the year in which the candidate plans to commence graduate studies.

All application materials are to be submitted to the following addressee by February 15 of the year in which the applicant plans to commence graduate studies (early application is encouraged):

Chair, Graduate Committee
Department of Music
University of Saskatchewan
28 Campus Drive
Saskatoon, SK
CANADA, S7N 0X1

(C) General Course Requirements (as listed in the Univ. of Saskatchewan Calendar)

- | | |
|--|------|
| 1. MUS 841.3*Advanced Bibliography and Research Techniques | 3 cu |
| 2. MUS 845.3 Seminar in Music Analysis | 3 cu |
| 3. MUS 853.3 or 854.3 Seminar in Musicology I or II | 3 cu |

*Note: Graduate students who have previously taken a bibliography course may petition the Department of Music Graduate Committee to have the bibliography requirement waived and to have another 800-level elective substituted in its place.

(D) Area-Specific Course Requirements

I. Piano, Collaborative Piano, Voice, Trumpet, Saxophone

- | | |
|--|------|
| 1. Applied Lessons | |
| MUS 844.6 Applied Performance Seminar I | 6 cu |
| MUS 846.6 Applied Performance Seminar II | 6 cu |
| 2. One course chosen from the following: | |
| MUS 840.3 Seminar in Music Literature | 3 cu |
| MUS 843.3 Seminar in 20th Century Music Materials | 3 cu |
| MUS 851.3 Seminar in Music Theory | 3 cu |
| MUS 852.3 Seminar in Performance Practices | 3 cu |
| MUS 855.3 Seminar in 20th Century Music Theory | 3 cu |
| MUS 898.3 Special Topics | 3 cu |
| 3. Project | |
| MUS 992.6 Project | 6 cu |

Total graduate course requirements (i.e. General + Area-Specific): 30 cu

II. Conducting/Music Education

1. Applied Lessons (Conducting: choral or wind emphasis) 6 cu

MUS 828.3 (Advanced Choral Pedagogy), OR
MUS 838.3 (Advanced Seminar in Instrumental Conducting).

AND

EMUS 838.3 (Advanced Choral Music Teaching), OR
EMUS 848.3 (Advanced Instrumental Music Teaching).

- MUAP 820.0 Music Ensemble 0 cu
(sec 01-Wind Orchestra; sec 02-Greystone Singers)

2. Three courses chosen from the following:

MUS 833.3 (Advanced Seminar in Choral Literature)
MUS 863.3 (Advanced Seminar in Instrumental Literature)
EMUS 841.3 (Advanced Philosophical Basis of Music Education)
EPSE 843.3 (Theory of Educational and Psychological Measurements) 9 cu
This course is offered through the College of Education annually in T1.
EMUS 890.3 (Advanced Seminar in Music Education)
MUS 898.3 Special Topics

3. Project
MUS 992.6 Project 6 cu

Total graduate course requirements (i.e., General + Area-Specific): 30 cu

(E) Professional Activities

A meaningful graduate experience is enhanced by participating in a number of professional activities, and is expected of all students in the Master of Music degrees. Toward that end, the Office of the Vice President Research at the University of Saskatchewan offers the annual Fine Arts Research Lecture Series in Music, providing a forum for the exchange of scholarly ideas through the presentation of scholarly research in formal papers and lecture recitals prepared by both members of the Department of Music and guests from the national and international scholarly community. In a similar vein, the Department of Music offers an annual “In Performance” Convo Hall concert series with appearances by faculty, and guest performers from around the globe, so as to facilitate the important dialogue between artists and scholars.

(F) Language Requirement

The foreign language requirement is as follows:

Trumpet, Saxophone, Piano, Collaborative Piano: no requirement

Conducting/Music Education: no requirement

Voice: proficiency in two of French, German, Italian

The student can fulfill the language requirement in one of three ways: (1) prior successful completion of an Undergraduate course in French, German, or Italian; (2) take and pass a 100-level course in French or German at the U of S or (3) pass a proficiency test as outlined in the Graduate Studies section of the University Calendar [the clause in question reads “The language department may set a special examination. The decision of the department is final in such cases”]. The language requirement must be satisfied by the end of the student’s third semester of coursework.

(G) Keyboard Requirement (non-keyboard majors)

The student must demonstrate adequate keyboard skills through transcripts or audition. Deficiencies must be satisfied by taking and passing MUS 317.1 or the equivalent.

(H) Master of Music in Performance Project (MUS 992.6)

1. (a) The Project for Master of Music in Performance (Piano, Collaborative Piano, Voice, Trumpet, Saxophone) will consist of two recitals of solo and/or chamber music, one in each year of the student’s program. The recitals are to be approximately 60 minutes in length. The student’s advisory committee must approve recital programming. The student’s principal supervisor must approve the program notes that are to accompany each recital.

(b) The Project for Master of Music in Performance Conducting/Music Education will consist of a compilation of two professional-calibre DVD recordings, one per academic year, of at least 45 minutes to a maximum of 60 minutes, consisting of a variety of repertoire and styles appropriate to the university level. Accompanying each of the two DVDs, students must provide program notes approved by their principal supervisor. In each of the two years, students will conduct the Greystone Singers (for choral emphasis) or Wind Orchestra (for instrumental emphasis) in at least one concert piece per academic term. To supplement the conducting requirements for the DVDs, students must assemble, rehearse, and conduct a choir or instrumental ensemble with the student’s principal supervisor’s guidance and the student’s advisory committee’s approval.

2. All graduate students enrolled in the Master of Music Performance degree must submit a formal proposal of repertoire for each recital to members of their advisory committee at least two months in advance of the recital's date. The student will select the repertoire for each recital in consultation with their principal supervisor. In the case of the Piano, Collaborative Piano, Voice, Trumpet, and Saxophone streams, repertoire may consist of solo and/or chamber music (as appropriate). In the case of Conducting/Music Education repertoire will be geared toward the ability level of the respective ensembles.

3. The recitals are to be public events. Members of the student's Advisory Committee will adjudicate MUS 992.

4. All Master of Music in Performance students must register in MUS 992 in each semester. Students will be assigned a grade of "IP" (in progress) until such time as all requirements pertaining to the two recitals have been fulfilled.

(I) Residency requirement

The minimum requirement is one year (two years recommended).

(J) Faculty for the MMus (Performance) Program: (full-time, tenured faculty, members of the College of Graduate Studies).

Piano, Collaborative Piano: Prof. Kathleen Solose

Voice: Dr. Garry Gable

Saxophone: Dr. Glen Gillis

Trumpet: Prof. Dean McNeill

Conducting/Music Education: Dr. Glen Gillis and Dr. Gerald Langner

(K) Digital Recording of Project

A digital recording of the two recitals on CDs or DVDs, and an electronic version of the program notes will be the record of the Project. These materials must be submitted to the University archives.

M.Mus. (Performance in Conducting/Music Education) degree checklist
(May 11/09—rev'd May 1, 2011)

Student Name & Number: _____
 Degree Starting Date: _____
 Keyboard Requirement: _____
 M.Mus. Project (date programs approved) Recital I—(DVD I) _____
 Recital II—(DVD II) _____

General Course Requirements

Exempt Taken Date

MUS 841.3 Advanced Bibliography & Research Techniques (3 cu)	_____	_____	_____
MUS 845.3 Seminar in Music Analysis (3 cu)	_____	_____	_____
MUS 853.3 Seminar in Musicology I (3 cu)	_____	_____	_____
—or—			
MUS 854.3 Seminar in Musicology II (3 cu)	_____	_____	_____

Area Specific Requirements

1. Applied Lessons:

MUS 828.3 (Adv Choral Ped) or 838.3(Adv Instr Ped) (3 cu) _____
 —and—

EMUS 838.3 (Adv Sec Choral Meth) or 848.3 (Adv Instr Sec Meth) (3 cu) _____

MUAP 820.0 Music Ensemble (0 cu) _____

2. Three courses chosen from the following:

MUS 833.3 (Seminar in Choral Lit for Cond/Mus Ed)	(3 cu)	_____	_____	_____
MUS 863.3 (Seminar in Instr Lit for Cond/Mus Ed)	(3 cu)	_____	_____	_____
EMUS 841.3 (Philosophy of Music Education)	(3 cu)	_____	_____	_____
EPSE 843.3 (Theory of Educ and Psych Measurements)	(3 cu)	_____	_____	_____
EMUS 890.3 (Advanced Seminar in Music Education)	(3 cu)	_____	_____	_____
MUS 898.3 Special Topics (3 cu)		_____	_____	_____

3. MUS 992.6 Project (6 cu) _____

Total Number of Credits: _____ (30 cu)

Memorandum

To: The Committee Coordinator
Office of the University Secretary

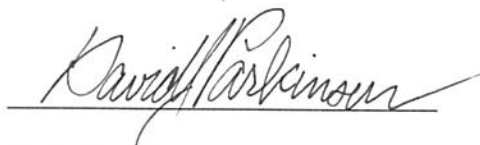
From: David J. Parkinson, Vice-Dean, Division of Humanities and Fine Arts
College of Arts and Science

Re: M. Mus. (Performance), Conducting/Music Education stream

Date: 14 March 2012

This is to confirm that the Division of Humanities and Fine Arts is committed to offering a Masters in Music in Performance with a stream in Conducting and Music Education. This program is designed to draw on the distinctive strengths of the Department of Music and its faculty. It answers to a continuing demand from qualified students regionally. It is designed to attract applicants internationally and from elsewhere in Canada. With internationally esteemed, regularly touring choral and instrumental ensembles and with a rising commitment to interdisciplinary work in music theatre, the Department of Music is well situated to offer students in an M. Mus. (Performance) in Conducting/Music Education exceptionally strong opportunities to conduct research in various specialisations with outstanding faculty.

The Division is committed to supporting the M. Mus. (Performance) in Conducting and Music Education. This program fits in its strategy, as articulated in its contributions to the second and third Integrated Plans, to increase the numbers of graduate students where faculty expertise and resources ensure that such increases are academically and financially justified. I am convinced that this unique program, well based on departmental strengths and student interest, will thrive.



D. J. Parkinson
Vice-Dean, Division of Humanities and Fine Arts

New courses

Prerequisite: Admission to the program.

EMUS 838.3 (Advanced Choral Music Teaching in the Secondary School)

Dr. Gerald Langner

• **Course description:** An advanced methods course dealing with detailed studies and critical comparison of examples of choral curricula, selection and comprehensive analysis of choral repertoire, lesson planning, programming, research into teaching of musical literacy and techniques of evaluation. Included is a substantial and detailed examination of materials and resources, and critic

EMUS 841.3 (Advanced Philosophical Basis of Music Education)

Dr. Glen Gillis

Course description:

An advanced investigation of cutting-edge philosophical foundations of school-based music education. Through the intensive study of several schools of philosophical inquiry—both historical and current—as well as the many principal contributions made to music philosophy and aesthetics, graduate students will develop the ability to research and to articulate their thoughts in writing on the nature and value of school-based music education as demonstrated through course work and a substantial research paper.

Prerequisite: Admission to the program.

EMUS 848.3 (Advanced Instrumental Music Teaching in the Secondary School)

Dr. Darrin Oehlerking

• **Course description:** An advanced inquiry, exploration and research within the realm of instrumental music education. The successful graduate student will be able to acquire and share knowledge regarding methodology, pedagogy, assessment and current scholarly ideas within the scope of the subject. This seminar will allow the student to share their most recent experiences within the classroom (if applicable), and build their knowledge base to include the latest research and techniques prevalent and successful within the profession of music education.

EMUS 890.3 (Advanced Seminar in Music Education)

Dr. Glen Gillis

• **Course description:** An advanced seminar in music education designed for graduate students. The course involves research in directed readings, written assignments, oral presentations, leading classroom seminar discussions, and other experiences to assist graduate students in complementing and integrating knowledge and abilities acquired from educational experiences, courses in music

MUS 828.3 (Advanced Choral Pedagogy)

Dr. Gerald Langner

• **Course description:** A detailed and systematic study of the fundamentals of choral organization, leadership, and function. Topics include: research into the dynamics of vocal production; critical analysis and psychological process of the choral audition; research into methods and practice of the placement of singers; an analysis of language and text with respect

to the International Phonetic Alphabet; a substantial and detailed examination of warm-ups, choral balance, blend, and tone with respect to stylistic periods and trends; rehearsal management, leadership, and organizing performances.

MUS 833.3 (898.3) (Advanced Seminar in Choral Literature and Materials)

Dr. Gerald Langner

• **Course description:** A detailed examination of standard and atypical choral repertoire for mixed, male, and treble choruses. Graduate students will be expected to explore the compositions in a thorough scholarly manner as demonstrated through course work and a substantial research paper.

MUS 838.3 (Advanced Seminar in Instrumental Conducting)

Dr. Darrin Oehlerking

• **Course Description:** An advanced study of the fundamentals of organizing and leading a wind ensemble, to further develop and expand psycho-motor and score-reading skills and conducting gestures for large and small ensembles. Furthermore, the course deals with advanced methods in studying examples of instrumental curricula, selecting repertoire, comprehensive analysis, lesson planning, programming, research into teaching of musical literacy, and evaluation. Included is a detailed examination of materials and resources as well as critical research into the characteristics of successful secondary school instrumental music programs as demonstrated through course work and a substantial research paper.

MUS 863.3 (Advanced Seminar in Instrumental Literature and Materials)

Dr. Darrin Oehlerking

• **Course description:** A detailed examination of the standard and atypical wind instrument repertoire for large and small ensembles. Graduate students will be expected to explore the compositions in a thorough scholarly manner as demonstrated through course work and two substantial research papers.



Office of the University Secretary

Request for Change of Name

This Request form and attachments will be the basis for decision-making about this change.

Submitted by: _Alexis Dahl for Braj Sinha & David Parkinson_ Date: _December 5, 2012_

College: _Arts & Science_

College approval date: _November 14, 2012_

Proposed effective date of the change: _May 1, 2013_

1. Proposed change of name

	From:	To:
College		
Department		
Program name		
Degree name		
Name of Field of Study (major, minor, concentration, etc)	Studies in Religion & Culture	Religion & Culture
Course label (alphabetic)		
Building		
Street		
Other		

Rationale

The “Studies in” title was used to distinguish the name of the program from the name of the Department, which was especially necessary given that the Department housed two programs: Studies in Religion & Culture, and Studies in Religious Traditions. As the Studies in Religious Traditions program is proposed for deletion, this distinction is no longer necessary.

This change will also make the use of this program name more consistent, as even though it appears as Studies in Religion & Culture in the *Course and Program Catalogue*, it is referred to only as Religion & Culture in other official places, such as the Information Strategy and Analytics website.

Impact of the change

The impact of this change on students is anticipated to be neutral or positive, as this is how the program is already referred to in common usage. This will help students to be certain that there is only one program with this name.

The name of the program will need to be changed in all university-wide and college systems (SiRIUS, PAWS, websites and promotional information prepared for current and prospective student) where it currently appears with the full “Studies in” title. Faculty and staff will need to adjust to using the shorter name in their communications, where they were not doing so already.

No other significant impact is anticipated on any other relevant group.

Consultation

This change was sent to the Committee on Academic Programs and Standards for the Humanities, Fine Arts and Social Sciences for approval. It was approved on November 14, 2012.

Information regarding this change has been sent to Russell Isinger (Registrar), Jason Doell (Assistant Registrar), Seanine Warrington and Lynette Murza (Coordinators of Academic Programs and Catalogue) and Eileen Zaigel (Student Information Systems – Functional Analyst). A response was received indicating that the program is already represented in Banner as Religion & Culture (RLCL), and therefore no changes are needed in Banner or Degree Works.

The work to change the name of the major on both general student and degree records is the responsibility of the College, but as there are no changes required in Banner, no updates are needed for the general student records.

Staff in Arts & Science will update the name of the program on College websites as well as on the Explore (student recruitment) site.