

**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Roy Dobson, chair

DATE OF MEETING: March 19, 2015

SUBJECT: **Certificate of Proficiency in Indigenous Languages**

DECISION REQUESTED: *It is recommended:*

That Council approve the Certificate in Indigenous Languages, effective September 1, 2015, and that Council's Bylaws be amended to reflect the new name of the certificate program.

PURPOSE:

The Certificate of Proficiency in Indigenous Languages developed by the Department of Curriculum Studies and the Indian Teacher Education Program of the College of Education is designed to address the identified need for qualified instructors of Indigenous languages in Aboriginal language settings.

DISCUSSION SUMMARY:

A certificate, rather than a degree program, has been selected in order to respond more quickly to the immediate needs identified by the college's First Nation partners. The program will support language acquisition and provide instruction in the pedagogical methodologies of teaching language. The program is a two-year program, consisting of 10 courses comprising 30 cu in total, and includes full immersion in an Indigenous language. Although Cree is the first language to be offered, the program is not limited to a single language and will over time support a range of Indigenous languages. The program will be open to those currently teaching in Aboriginal settings who lack the necessary language skills, to students registered in the college's B.Ed. program who may complete the program concurrently or after graduation, and to Arts and Sciences graduates in Indigenous Studies.

COMMITTEE REVIEW:

The academic programs committee discussed the proposal with Dr. Jay Wilson, head, Department of Curriculum Studies, at its meeting on February 18, 2015, and recommended approval of the program upon receipt of the full course outlines and clarification of some of the additional costs related to honoraria for elders. The committee supports the program as building on the strength of the ITEP program and providing in-service teachers and new graduates of the

college with the skills to be able to enhance the retention of Aboriginal culture and language in Saskatchewan schools.

ATTACHMENTS:

1. Proposal: Certificate of Proficiency in Indigenous Languages



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

1. PROPOSAL IDENTIFICATION

Title of proposal: Indigenous Language Certificate (nêhiyawêwin)

Degree(s): Indigenous Language Certificate

Field(s) of Specialization: Curriculum Studies: Indigenous Languages

Level(s) of Concentration: Undergraduate Level

Option(s): Cree, Indigenous Studies, and Indigenous Languages

Degree College: Education

Contact person(s) (name, telephone, fax, e-mail): Dr. Jay Wilson, 306 966 7617; jay.wilson@usask.ca

Proposed date of implementation: September, 2015

Proposal Document

3. RATIONALE

This statement should include information about program objectives, need for the program, demand, uniqueness, student outcomes including employment or academic opportunities, and the expertise of the sponsoring unit. Please specify how this proposal relates to department/college plans and to Systematic Program Review or other review recommendations.

To address the pressing need for support of indigenous language and culture in Saskatchewan schools the Department of Curriculum Studies (ECUR) and the Indian Teacher Education Program (ITEP) are proposing a Certificate in Indigenous Language (ILC). The ILC will focus on teaching pedagogical methodologies and language acquisition for those who are currently teaching in an Aboriginal language settings but lack the necessary skills. The certificate will also provide an opportunity to enhance current programming for a range of learners at the U of S. College of Education teacher candidates who are graduating from our existing programs will be able to complete the certificate concurrently or at the end of their degree. We also see the certificate as a means for Arts and Sciences graduates in Indigenous Studies to further their education. The ILC will not be limited to one language but provide a framework so that we may support a range of indigenous languages in Saskatchewan (ex: Michif, Dene, etc.) We have chosen to develop a certificate rather than a program as it is more responsive to the immediate needs

of our First Nations partners. As language can be viewed as verbal expression of culture; with the loss of language, First Nation communities are feeling the eminent loss of their culture. This certificate program provides a response to First Nations Communities that offers educators a focused set of skills in a shorter time period than a degree program, and demonstrates our commitment to supporting their needs through a significant issue in the PreK-12 school system. The College of Education and ITEP are thus creating a mechanism for educators to begin the process of language retention, building the capacity for language and cultural expertise.

The following challenges with the current Indigenous Language courses have been identified:

- Currently in Saskatchewan there is an overwhelming need to supply schools with qualified Indigenous Language Instructors. The shifting demographics in all schools in the province will create an even more significant gap in Aboriginal language instruction. Currently no responsive process exists to address the need for certified Indigenous Language instructors.
- In instances where indigenous languages are being taught at post-secondary institutions the courses offered are linguistic-based and do not introduce theoretically and practically sound teaching methodologies. This certificate will offer an immersion based, season-oriented, Aboriginal approach to educating indigenous language speakers and teachers.
- In our current programming for Aboriginal students, ITEP, SUNTEP, and NORTEP there are not enough options to choose from in order to specialize in teaching an Indigenous Language There are limited course offerings of the languages and as a result currently specific methodologies for these languages do not exist. The goal of this certificate is to address both areas of need. Outdated and limited course content in current Indigenous Language offerings.
- A significant challenge exist for in-service teachers desiring professional development in Indigenous Languages Programming. Currently there are no programs that offer instruction in methodologies and an immersive language learning opportunity.

The proposed certificate model would offer the following benefits:

- To provide comprehensive instruction the proposed Certificate will have a strong alignment with current Aboriginal and non-Aboriginal B.Ed. programs (ITEP/SUNTEP/NORTEP/SEQUENTIAL).
- The proposed certificate will provide flexibility, with increased course options including new and advanced subject matter content, as well as flexible intake opportunities (i.e. certificate could be started during B.Ed. program or after B.Ed. program).
- The program will be place-based and influenced by the cultural teachings of the Indigenous peoples of Saskatchewan. The certificate provides opportunities to offer Indigenous Language areas of specialization that match community needs.
- Although not yet approved we anticipate the opportunity for practicing teachers to apply to the Ministry of Education for advanced salary class standing after completion of the ILC. This certificate is 30 credit units which is the standard units of additional specialization that the

Ministry of Education considers for AQC. Positive conversations have occurred with the Ministry to date, and an invitation has been issued to submit the full proposal for approval by the TECC board during its meeting on April 15, 2015.

- A unique opportunity to increase indigenization efforts at the University of Saskatchewan by offering a program for Indigenous Language Speakers within a teacher training program.

4. DESCRIPTION OF PROGRAM CHARACTERISTICS

Indigenous Language Certificate Program

The Indian Teacher Education Program (ITEP) and Department of Curriculum Studies have partnered to offer the proposed Indigenous Language Certificate (ILC). The ILC will be a two-year program consisting of ten courses, 30 credit units, leading to a full immersion in an indigenous language, as well as a strong understanding of indigenous teaching methodologies. Although a new certificate at the University of Saskatchewan, the course content is based on pre-existing and successful programming in both Manitoba and Alberta. The course content has been developed based on the ITEP mandate and the Ministry of Education definition of Aboriginal Languages as defined in the provincial curriculum. Designing a curriculum that addresses approved standards requires an array of courses to fully prepare the teacher of Indigenous Languages to meet general as well as locally derived goals and outcomes. This certificate is comprised of 30 credit units of ILC classes, completion of which along with a B.Ed. and/or B.A. (Native Studies/Indigenous Studies) prepares candidates to teach Indigenous Languages in Saskatchewan settings. Once approved by the Saskatchewan Ministry of Education as an Additional Qualification Certificate (AQC), this program would enable in-service teachers to upgrade their classification.

Admission Requirements:

Applicants to the program must either be:

1. Current Education students, or
2. Post-degree Education students with a Bachelor of Education and/or Bachelor of Arts (Native Studies/Indigenous Studies) Degree and valid Professional 'A' Teaching Certificate.
3. Admission based on special case admission review.

Program Requirements: 30 credit units with content specialization in Indigenous Second Language Acquisition Learning and Teaching

Required Courses (30 credit units):

- ECUR 425.3 Methods 1 Second Language Methodologies
- ECUR 426.3 Second Language Methodologies 2
- ECUR 427.3 Introduction to Total Physical Response and Drama for Language
- ECUR 428.3 Introduction to Master Apprentice Program
- ECUR 429.3 Root Word Method of nêhiyawêwin
- ECUR 430.3 Traditional and Contemporary Music, Song and Dance
- ECUR 431.3 Digital Technologies for Indigenous Language Learning
- ECUR 432.3 □□□□□□□□ Syllabics, Literacy and Numeracy
- ECUR 433.3 Identity and Higher Learning (nêhiyawêwin)
- ECUR 434.3 Immersion Language Camp (nêhiyawêwin)

The scheduling of the courses will be based on the need for total immersion and then a period of reflection. The bulk of the courses will be taught in the summer months. Courses in the fall and winter will be necessary as storytelling is culturally forbidden during the summer season.

Tentative schedule:

Year One Fall

- ECUR 425.3 Methods 1 Second Language Methodologies

Year One Winter

- ECUR 426.3 Second Language Methodologies 2

Year One Summer

- ECUR 427.3 Introduction to Total Physical Response and Drama for Language Learning
- ECUR 428.3 Introduction to Master Apprentice Program
- ECUR 429.3 Root Word Method of nêhiyawêwin

Year Two Fall

- ECUR 430.3 Traditional and Contemporary Music, Song and Dance

Year Two Winter

- ECUR 431.3 Digital Technologies for Indigenous Language Learning

Year Two Summer

- ECUR 432.3 □□□□□□□□ Syllabics, Literacy and Numeracy
- ECUR 433.3 Identity and Higher Learning (nêhiyawêwin)
- ECUR 434.3 Immersion Language Camp (nêhiyawêwin)

5. RESOURCES

The design and delivery of this certificate has been given a top priority by the College of Education. Correspondence outlining the need for the ILC from the Dean of Education, Dr. Michelle Prytula, has been provided to the committee. College funds for program innovation are being used to resource the development of the academic course work. We have designed the certificate to take advantage of existing expertise both from our partners and within the College of Education. A main reason to choose the Cree language as the first offering of the certificate is that there exists a highly educated pool of Cree speaking individuals with credentials at the PhD and Masters levels. These individuals would serve as sessional lecturers in the specialty areas such as syllabics and second language methodologies. We have also identified a number of current College of Education faculty members who would work with language experts to co-teach some of the content.

Although the certificate will be sufficiently resourced through existing material found on the Indigenous Learning Portal (iPortal) and in the Aboriginal Resources Center, an anticipated need exists to develop

more Indigenous Literature in our libraries. Dual language texts are available and will be important to our collection. IT support will also be needed when these resources are being developed.

6. RELATIONSHIPS AND IMPACT OF IMPLEMENTATION

The ILC program supports student programming in alignment with the current Education sequential program as well as increases numbers of students returning to the College for additional training post B.Ed. Meetings with ITEP community based programs have occurred, exploring potential off-campus sites for ILC classes. Communication with Saskatchewan Indian Cultural Centre (SICC) have occurred to discuss sharing faculty. There is contact with the Ministry of Education and they are supportive of the program and see a growing need for qualified Indigenous Language teachers in Saskatchewan. We have been in discussion with the Chair of the Teacher Education Certification Committee (TECC) who has reviewed the Notice of Intent and recommended that the certificate be considered by the TECC Board at their April meeting in order that the ILC could be recognized as advanced standing for teacher qualifications (AQC). Initial feedback from our on-campus partners such as the Department of Native Studies/Indigenous Studies has been positive in regards to the ILC.

As place and context are important for this certificate we believe that the delivery mode for the ILC will be face-to-face. This does not mean that we will limit our ability to reach a range of cultural and linguistic groups in Saskatchewan and the partnerships with community-based programs will ensure that we reach a large range of these groups. We will model the ILC after our existing successful off-campus delivery model which is used by our ITEP program, to host programming in local communities. In addition to the work within our College we have many opportunities to use our strong community ties. Onion Lake Cree Nation also have an existing MOU with ITEP and this would allow access to their Cree Immersion Programming. We have had discussions with Saskatchewan Indian Cultural Centre around signing an MOU for access to their Indigenous Language specific resources along with their database of Elders for all Indigenous Language groups of Saskatchewan. The Gift of Language and Culture program has connections with ITEP along with the Canadian Indigenous Language and Literacy Institute (CILLDI) currently hosted at the University of Alberta.

7. BUDGET

The tuition for the program will follow the existing College of Education Tuition category (TC02). We will be requesting fees per individual course to recover costs for Elders/Resource People as well as an off-campus Immersion Language Camp. Please see the breakdown of fees in Appendix A.

Related Documentation

Please see letters of support from community partners

Consultation Forms

Consultation with Registrar January 22, 2015 Form has been submitted.

Meeting with Planning and Priorities Committee of Council February 4, 2015

Meeting with Academic Programs Committee of Council February 18, 2015

Appendix A

Budget: Proposed Courses Fees

ECUR 425.3 Immersion Language Camp (nêhiyawêwin)

- Immersion Language Camps (nêhiyawêwin) will follow a total immersion environment where nothing but Cree will be used doing traditional activities based around the season of the camp. These activities will be a mixture of land-based activities such as harvesting teas, berries, fish and wild game, or task-based activities such as preparing and preserving the foods to beading beautiful jewellery.

Location: Ministikwan Lake, SK (3.5 hrs northwest of Saskatoon)

*4 day camp

Camp Fee: \$500.00 per participant

Includes instruction, resource people, ceremonies, lodging, activities and meals.

ECUR 433.3 Identity and Higher Learning (nêhiyaw)

- An introductory course designed to examine the role of the elder's helper in a place of higher learning. This course explores how nêhiyaw identity is informed by the philosophical beliefs and constructs central to the worldview of nêhiyawak. Students will examine how nêhiyawak have maintained their cultural beliefs through family and community. The concepts of *wâkohtowin* will be explored to develop understanding of place and language.

**Honoraria for Elders and resource people.

4 visits \$600.00 plus travel*

ECUR 430.3 Traditional and Contemporary Music, Song and Dance

- The cognitive benefits of incorporating music in language learning are integral to culture, for the Cree are a singing nation. nêhiyawak have been singing since the beginning of time. There are songs for all occasions from lullaby's to thanksgiving and celebration. Cree Songs help memorize phonetics, long sentences, stimulate the vocals and assist in getting comfortable with finding the "Cree Voice". By involving dancing, the entire brain is being stimulated which is termed "whole-brain learning".

**Honoraria for Elders, and/or resource people and/or singers/dancers.

4 visits \$600.00 plus travel*

ECUR 428.3 Introduction to Master Apprentice Program

- The Master Apprentice Program was developed for teaching and learning Indigenous Languages. It's a practical model that has been effective in learning in an immersion setting. There will also be an additional second language methodology taught which is called Language Acquisition Made Practical (LAMP) where these two methodologies go hand-in-hand.

**Honoraria for Elders and resource people (Master Speakers).

4 visits \$600.00 plus travel*

*travel costs for Elders to be paid by the College of Education



UNIVERSITY OF
SASKATCHEWAN

New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: Dr. Jay Wilson

2. Information required for the Catalogue

2.1 Label & Number of course: ECUR 425.3

2.2 Title of course: Methods 1 Second Language Methodologies

2.3 Total Hours: Lecture 39 Seminar Lab Tutorial Other

2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other

2.5 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2

2.6 Prerequisite: N/A

2.7 Calendar description: In this course students will be introduced to language learning with the goal of improving their ability to use the language using pictures. This Second Language Acquisition (SLA) method is based around improving speaking, listening, and comprehension. Using visuals allows the participants to move from simple to complex sentences through the help of the language instructor. All lessons will provide lots of participation and interaction in the Cree Language.

2.8 Any additional notes

3. Rationale for introducing this course.

There are a number of SLA methodologies that have successes with the Indigenous Languages of Saskatchewan. Accelerated Second Language Acquisition (ASLA) also known as Dr. Stephen Greymorning Method (Gift of Language and Culture) have a Kit available with a full binder of pictures and sequence on how to teach the method. This resource has been used successfully by the Onion Lake Cree Immersion Program, Ministikwan Lake Cree Nation Cree Immersion Program, and the Lac La Ronge Indian Band. The resources are current and have proven successful outcomes in developing and supporting Cree Speakers of all ages.

4. Learning Outcomes for this course.

By the end of the course, learners will be familiar with:

- a. Animate and inanimate objects and a basic understanding of prepositions.
- b. Creating lesson plans based on the combinations of nouns, verbs and locatives and how to use the kit developed by the Gift of Language and Culture.
- c. Planning, implementation, and assessment of this methodology on Second Language students of their own.

5. Impact of this course.
Are the programs of other departments or Colleges affected by this course? No

If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal?
6. Other courses or program affected (please list course titles as well as numbers).
Course(s) to be deleted? None

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

Is this course to be required by your majors, or by majors in another program?

Education, Arts and Sciences - Indigenous Studies, and graduates from these Colleges
7. Course outline.
(Weekly outline of lectures or include a draft of the course information sheet.)
 1. Introduction to the Accelerated Second Language Method
Using ASLA and Cree-Set 1, New Vocabulary
 2. Set 2-Animate and Inanimate
 3. Set 3-Prepositions
 4. Set 4-Tenses
 5. Set 5-Puralization
 6. Set 6-Personal Pronouns
 7. Set 7-Avanced set(s)
8. Enrolment.
Expected enrollment: 20
From which colleges? Education and Native Studies
9. Student evaluation.
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

Oral Quiz (7)	70%
Final Exam	30%
Total	100%

Oral Quiz: There will be seven short oral examinations throughout the course (once each set is completed). Its very important for the students to be present and get as much practice in as possible as the sets have plenty of vocabulary that quickly transition into full sentences. Each quiz will worth a maximum of 10% and will be worth a total of 70% of the final mark.

Final Exam: There is no writing involved in this method and therefore, the exam is assessed orally. Assessment will be conducted using the pictures employed throughout the course to ensure fairness. The final exam will be given on the last day of class and it is worth 30% of the final grade.

10. Required text: The Gift of Language and Culture Project (2005). *Daily Routine Oral Language Activity Kit*. La Ronge: Lac La Ronge Indian Band Education.

www.giftoflanguageandculture.ca

11. Resources.
Proposed instructor: TBA
How does the department plan to handle the additional teaching or administrative workload?

Hiring sessional instructor.

Are sufficient library or other research resources available for this course? Yes

Are any additional resources required (library, audio-visual, technology, etc.)? No
12. Date of Implementation: fall 2015
To be offered: annually X biennially other

**University of Saskatchewan
College of Education
Department of Curriculum Studies**

ECUR 425.3

Methods 1 Second Language Methodologies (nehiyawewin)

Instructor: TBA

Email:

Office Hours:

Phone:

Class Time and Location: TBA

Course Description: In this course students will be introduced to language learning with the goal of improving their ability to use the language using pictures. This Second Language Acquisition (SLA) method is based around improving speaking, listening, and comprehension. Using visuals allows the participants to move from simple to complex sentences through the help of the language instructor. All lessons will provide lots of participation and interaction in the Cree Language.

Course Outcomes:

By the end of the course, learners will be familiar with:

- a. Animate and inanimate objects and a basic understanding of prepositions.
- b. Creating lesson plans based on the combinations of nouns, verbs and locatives and how to use the kit developed by the Gift of Language and Culture.
- c. Planning, implementation and assessment of this methodology on Second Language students of their own.

Required Texts:

The Gift of Language and Culture Project (2005) *Daily Routine Oral Language Activity Kit*. La Ronge: Lac La Ronge Indian Band Education.

Online: www.giftoflanguageandculture.ca

Topic Outline:

1. Introduction to the Accelerated Second Language Method
Using ASLA and Cree-Set 1, New Vocabulary
2. Set 2-Animate and Inanimate

3. Set 3-Prepositions
4. Set 4-Tenses
5. Set 5-pluralization
6. Set 6-Personal Pronouns
7. Set 7-advanced set(s)

Course Evaluation:

Oral Quiz (7)	70%
Final Exam	30%
Total	100%

Oral Quiz: There will be short oral examinations throughout the course and after every set is completed. Its very important for the students to be present and get as much practice in as possible as the sets have a lot of vocabulary that quickly transition into full sentences. Each Quiz will be out of 10% and will be worth a total of 70% of the final mark.

Final Exam: There is no writing involved in this method and therefore, the exam is all assessed orally. This will be done with the pictures that were used throughout the course and there will be no surprises. This will be done on the last day of class and it is worth 30% of the final grade.

University of Saskatchewan Grading System (for undergraduate courses)

Exceptional (90-100) A superior performance with consistent evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Excellent (80-90) An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Good (70-79) A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

Satisfactory (60-69) A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

Minimal Pass (50-59) A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

Failure <50 An unacceptable performance

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: <http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf>

Examinations with Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check <http://students.usask.ca/health/centres/disability-services-for-students.php>, or contact DSS at 966-7273 or dss@usask.ca.

Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Examinations with Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check <http://students.usask.ca/health/centres/disability-services-for-students.php>, or contact DSS at 966-7273 or dss@usask.ca.

Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.



UNIVERSITY OF
SASKATCHEWAN

New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: Dr. Jay Wilson

2. Information required for the Catalogue

2.1 Label & Number of course: ECUR 426. 3

2.2 Title of course: Second Language Methodologies 2

2.3 Total Hours: 39 Lecture Seminar Lab Tutorial Other

2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other

2.5 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2

2.6 Prerequisite: N/A

2.7 Calendar description: In this course students will be introduced to Contemporary Cree Literacy Learning (CCLL) with the goal of improving their ability to use the language focusing on speaking, reading, writing and comprehension. Literacy will improve along with using visuals. Vocabulary will be built around these visuals. This CCLL method has proven to be effective at all language levels.

2.8 Any additional notes

3. Rationale for introducing this course.

Standardized Roman Orthography (SRO) is where all the Cree dialects seem to be working towards. It is a great step of working together and not duplicating work but acting collectively when resources are limited. The SRO movement was started by a few linguists from the University of Brandon including the late Freda Ahenew. Dr. Ahenew interviewed elders and resource people about many different topics such as identity, protocol, teachings, and respect. These teachings are still used today in several courses dealing with Cree worldview to linguistics. Dr. Wolvengrey from the First Nations University of Canada continued the idea of standardization along with a group from Saskatchewan called the Saskatchewan Cree Language Retention Committee (SCLRC). This committee was comprised of language teachers, professors, language activists, Elders and linguists. They found that there was duplication of lesson plans, units plans, resources, and curriculum so they needed to work smarter to meet the demands of language loss. Gift of Language and Culture also started after with the strength and visioning of some of the SCLRC members in the Lac La Ronge Indian Band Schools. They created a resource development plan and clearing house of their teaching materials. They had Cree posters, songs, full-Cree Language curriculum and Immersion Curriculum with the books and workbooks to go with. It's very important to note here that there are numerous benefits for SRO and that this movement has worked with all the Cree dialects of Saskatchewan. These are the Plain Cree, Swampy Cree and Woodlands Cree.

The Picture Window Inductive Model (PWIM) is using pictures and pulling words out the photo. It is a traditional boy dancing, you have words that can describe such as boy, dancing, feathers, leg, morning

time, powwow, arm, roach and so on. The basic questions of what, where, when, why, and who are how you get words out of these photos. Dr. Dorothy Lazaro used this method with the Mohawks with great success because the words are written down and similar words are categorized such as verbs, place and time, gender words, body parts, and so on. These words then can be made into sentences not even related to the actual photo.

4. Learning Outcomes for this course.

By the end of the course, learners will:

- Recognize the importance of Standard Roman Orthography and know the rules and sounds of SRO.
- Understand literacy as a tool to promote Indigenous Languages.
- Understand and implement Picture Window Inductive Model (PWIM) to promote language and literacy of Indigenous Languages.

5. Impact of this course.

Are the programs of other departments or Colleges affected by this course?

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal?

6. Other courses or program affected (please list course titles as well as numbers).

Course(s) to be deleted? None

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

Is this course to be required by your majors, or by majors in another program?

Education, Arts and Sciences - Indigenous Studies, and graduates from these Colleges

7. Course outline.

(Weekly outline of lectures or include a draft of the course information sheet.)

- What is Standard Roman Orthography?
- The sound-to-symbol correspondence that makes SRO effective
- Rules of SRO
- Introduction to PWIM: Glimpsing the Model in Kindergarten and 2nd Grade
- Describing the Picture Word Inductive Model
- Using the Model in a Language Arts Unit
- Designing Multidimensional Reading and Writing Instruction
- Getting Started in Your Classroom or School
- Working with Older Beginning Readers

8. Enrolment.

Expected enrollment: 20

From which colleges? Education and Native Studies

9. Student evaluation.

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

SRO spelling exams (4)	40%
PWIM Examples	60%
Total	100%

10. Required text:

Include a bibliography for the course.

Wolvengrey, A. (2008) *How to Spell it in Cree: The Standard Roman Orthography*. Miywasin ink.

Calhoun, E. (1999). *Teaching beginning reading and writing with the picture word inductive model*. ASCD.

11. Resources.

Proposed instructor: TBA

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

Hiring sessional instructor.

Are sufficient library or other research resources available for this course? Yes

Are any additional resources required (library, audio-visual, technology, etc.)? No

12. Date of Implementation:

To be offered: annually biennially other

**University of Saskatchewan
College of Education
Department of Curriculum Studies**

**ECUR 426.3
Second Language Methodologies 2**

Instructor: TBA

Email:

Office Hours:

Phone:

Class Time and Location: TBA

Course Description: In this course students will be introduced to Contemporary Cree Literacy Learning with the goal of improving their ability to use the language focusing on speaking, reading, writing and comprehension. Literacy will improve along with using visuals. Vocabulary will be built around these visuals. This method has proven to be effective at all language levels. Students will become skilled in the use of Standard Roman Orthography (SRO). As of 2011, SRO is taught and used in Cree language programs in schools, colleges and universities across the Western Canada. SRO is also the spelling system that is most widely used for print publications in Cree, and has the greatest number of published books.

Course Outcomes:

- Recognize the importance of Standard Roman Orthography (SRO) and know the rules and sounds of SRO.
- Understand literacy as a tool to promote Indigenous Languages.
- Understand and implement Picture Window Inductive Model to promote language and literacy of Indigenous Languages.

Required Texts:

Wolvengrey, A. (2008). *How to Spell it in Cree: The Standard Roman Orthography*. Miywasin ink.

Calhoun, E. (1999). *Teaching beginning reading and writing with the picture word inductive model*. ASCD.

Topic Outline:

- What is Standard Roman Orthography?

- The sound-to-symbol correspondence that makes SRO effective
- Rules of SRO
- Introduction to PWIM: Glimpsing the Model in Kindergarten and 2nd Grade
- Describing the Picture Word Inductive Model
- Using the Model in a Language Arts Unit
- Designing Multidimensional Reading and Writing Instruction
- Getting Started in Your Classroom or School
- Working with Older Beginning Readers

Course Evaluation:

SRO spelling exams (4)	40%
PWIM Examples	60%
Total	100%

SRO spelling exams (4)

There will be 4 spelling exams that will assist in learning and adopting SRO. SRO is specifically for Cree and there are rules to be followed based on the structure of Cree. These spelling exams will assist in the development and improvement of Cree literacy. SRO also works well when writing in the Cree Syllabics.

PWIM Examples

The pictures that will be used will allow students to present their vocabulary and sentences. They will make portfolios on the language development and present to the class.

2 PWIM Examples answering who, what, where, why and when; worth 20% each = 40%

Presentation and handout for students and instructor; worth 20%



UNIVERSITY OF
SASKATCHEWAN

New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: Dr. Jay Wilson

2. Information required for the Catalogue

2.1 Label & Number of course: ECUR 427.3

2.2 Title of course: Introduction to Total Physical Response and Drama for Language

2.3 Total Hours: Lecture 39 Seminar Lab Tutorial Other

2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other

2.5 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2

2.6 Prerequisite: N/A

2.7 Calendar description: Total Physical Response (TPR) is a second language teaching methodology that encourages whole-brain learning. The course will introduce the process and strategies for successful vocabulary development and retention through lectures, modeling and various activities. Drama for Language Learners will consist of fundamental drama and theatre exercises designed to create opportunities for First Language revitalization and learning.

2.8 Any additional notes

Total Physical Response (TPR) was made popular in the late 1970's by Dr. James Asher as a language teaching method. There are a number of First Nations communities that have adopted the method with great successes. The Gwitchin from BC have found quick improvements by utilizing the TPR into their curriculum and now give summer language programming around this method. The method is very basic where the instructors give the commands in the target language and models the vocabulary. Cree is a verb-based language and actions with the words allows for rapid succession in language learning. TPR is successful for all ages and makes language learning exciting.

TPR Storytelling is a method for teaching foreign languages that was invented by Blaine Ray, a Spanish teacher in Bakersfield, California, in 1990. Concerned that his students were disinterested in the unexciting process of learning a language from a textbook, he began to use James Asher's Total Physical Response to teach Spanish. Asher says that students acquire their second languages as they acquired their first languages. Our students learn as babies learn. Therefore, we should not expect them to produce the language before they have had an ample amount of time to listen to it. Blaine experienced great success, and the students began to be excited about his class. Although TPR has been the most effective method for acquiring a second language since it was invented in the 1960s, Blaine found that after hitting the "TPR wall," he was unsure of what to do to move from the imperative to the narrative and descriptive modes of speech. He found that changing from commands to the third person singular allowed him to tell stories, a long-term memory technique. He found that asking the students to act out

the parts of the characters in the stories preserved the highly effective physical element that had been so powerful in Classical TPR. As the technique was developed over the years, it became an all-encompassing method and methodology. The method combines Dr. James Asher's Total Physical Response (TPR) with Dr. Stephen Krashen's language acquisition strategies, allowing us to teach grammar, reading and writing along with vocabulary.

Drama for language learning will give the students a chance to feel comfortable about taking chances. Studies show that the more comfortable second language learners are with trying out new words without the fear of saying something wrong is beneficial to the growth of the targeted language. Teaching is also a part of drama where you need to mimic, mime or act out words, sentences or scenes. By creating these scenarios helps Second Language Learners feel safe and it's a nice break from rote learning methods.

4. Learning Outcomes for this course.

By the end of the course, learners will:

- Develop and implement successful TPR lessons
- Understand advanced TPR stories (TPRS) methodology
- Demonstrate the ability to use Drama to teach language.

5. Impact of this course.

Are the programs of other departments or Colleges affected by this course? No

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal?

6. Other courses or program affected (please list course titles as well as numbers).

Course(s) to be deleted? None

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

Is this course to be required by your majors, or by majors in another program?

Education, Arts and Sciences - Indigenous Studies, and graduates from these Colleges.

7. Course outline.

(Weekly outline of lectures or include a draft of the course information sheet.)

- Introduction to Total Physical Response
- Imperative Mode-Set 1 pimohte, nipawi, api, pasikiw, kweskapawi, naki
- Imperative Mode-Set 2 waniska, kasihkwe, sipekanapite, sikaho, miciso
- Imperative Mode-Set 3 aseti, wastahiki, tamiskaki, pahpi, nimihto, ohpi
- Imperative Mode-Set 4 compounding words post- and keht-
- Adding personal pronouns: ni- and ki- to sets 1-4
- Introduction to TPR Storytelling (TPRS)
- Introduction to Drama and language learning

8. Enrolment. 20

Expected enrollment:

From which colleges? Education and Native Studies

9. Student evaluation.

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

Set 1-4 Exams	40%
Set 1-4 with personal pronouns	40%
TPR Storytelling presentation	20%
Total	100%

10. Required text:

Include a bibliography for the course.

Asher, J. *Learning Another Language Through Actions*. www.tprworld.com

Norris, J., McCommon, L., Miller, C. (2000). *Learning to Teach Drama: A Case Narrative Approach*. Portsmouth: Heinemann.

11. Resources.

Proposed instructor: TBA

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

Hiring sessional instructor.

Are sufficient library or other research resources available for this course? Yes

Are any additional resources required (library, audio-visual, technology, etc.)? No

12. Date of Implementation:

To be offered: annually X biennially other

**University of Saskatchewan
College of Education
Department of Curriculum Studies**

ECUR 427.3

Introduction to Total Physical Response and Drama for Language

Instructor: TBA

Email:

Office Hours:

Phone:

Class Time and Location: TBA

Course Description: Total Physical Response (TPR) is a second language teaching methodology that encourages whole-brain learning. The course will introduce the process and strategies for successful vocabulary development and retention through lectures, modeling and various activities. Drama for Language Learners will consist of fundamental drama and theatre exercises designed to create opportunities for First Language revitalization and learning.

Course Outcomes:

- Develop and implement successful TPR lessons
- Understand advanced TPR stories methodology
- Learning how to use Drama to teach language.

Required Texts:

Asher, J. *Learning Another Language Through Actions*. www.tprworld.com

Norris, J., McCommon, L., Miller, C. (2000). *Learning to Teach Drama: A Case Narrative Approach*. Portsmouth: Heinemann.

Topic Outline:

- Introduction to Total Physical Response
- Imperative Mode-Set 1 pimohte, nipawi, api, pasikiw, kweskapawi, naki
- Imperative Mode-Set 2 waniska, kasihkwe, sipekanapite, sikaho, miciso
- Imperative Mode-Set 3 aseti, wastahiki, tamiskaki, pahpi, nimihto, ohpi
- Imperative Mode-Set 4 compounding words post- and keht-
- Adding personal pronouns: ni- and ki- to sets 1-4
- Introduction to TPR Storytelling (TPRS)
- Introduction to Drama and language learning

Course Evaluation:

Set 1-4 Exams	40%
Set 1-4 with personal pronouns	40%
TPR Storytelling presentation	20%
Total	100%

Set 1-4 Exams

There are three modes in Cree and these exams will focus on the imperative mode also known as the command words. These sets will be command words such as sit, walk, run, walk backwards, stop, turn around, turn around while sitting and so on. The sets are based around usable language and promotes oral interaction while doing the activities.

Set 1-4 with personal pronouns

Personal pronouns will be introduced so the learner starts to put together specific speech. These will examine the understanding of knowing who is doing the action. There are ways to use Native American Sign Language to teach personal pronouns.

TPR Storytelling presentation

An unannounced vocabulary test assesses how well students have acquired the vocabulary. An announced vocabulary test assesses how thoroughly students have studied for the test. The first tests long-term retention. Students will be informed ahead of time to expect unannounced cumulative vocabulary tests.



UNIVERSITY OF
SASKATCHEWAN

New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: Dr. Jay Wilson

2. Information required for the Catalogue

2.1 Label & Number of course: ECUR 428.3

2.2 Title of course: Introduction to Master Apprentice Program

2.3 Total Hours: Lecture 39 Seminar Lab Tutorial Other

2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other

2.5 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2

2.6 Prerequisite: N/A

2.7 Calendar description: The Master Apprentice Program was developed for teaching and learning Indigenous Languages. It's a practical model that has been effective in learning in an immersion setting. There will also be an additional second language methodology taught which is called Language Acquisition Made Practical (LAMP) where these two methodologies go hand-in-hand.

2.8 Any additional notes

3. Rationale for introducing this course.

There are two Second Language Methodologies in this certificate that will need face-to-face instruction. Dr. Leanne Hinton made the Master Apprentice Program (MAP) work with the California American Indians. Their language health was very close to extinct and only had a handful of native speakers in some cases. With the use of MAP, the language has been steadily rising in those tribes. They also influenced some of the BC First Nations to use the method because the coastal First Nations were also seeing their languages dying. Places such as the Haida Gwaii are currently using the method and seeing improvements but it really is a personal and community commitment. The Master Speakers are to use the targeted language and not switch into English. The Apprentice will then develop the ear and voice of the targeted language. There are 10 rules that structure the relationship of MAP. They can do any activity and the goal is to gain fluency around the various activities. There is no writing involved but it is not discouraged.

Language Acquisition Made Practical (LAMP) integrates well with MAP because you have the Master speaker available. The Apprentice is encouraged to use a recording device in this method. They are to create full usable sentences. They chose what they want to say and ask the speaker to translate. The Master Speaker does not have to write in either of these methods. Writing is also encouraged to help the Apprentice in gaining and recognizing words through literacy along with memorization of the full sentences. The goal is not only to get fluency but to also to be able to sound like a native speaker. This is

a good indicator on assessing how someone can gain the accents and annunciation of the targeted language.

4. Learning Outcomes for this course.

By the end of the course, learners will:

- Be familiar with the philosophy and method of Master Apprentice Program
- Demonstrate an understanding of the 10 rules of making Master Apprentice Program work in various settings
- Create an effective inquiry based learning journey using the Language Acquisition Made Practical.

5. Impact of this course.

Are the programs of other departments or Colleges affected by this course? No

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal?

6. Other courses or program affected (please list course titles as well as numbers).

Course(s) to be deleted? None

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

Is this course to be required by your majors, or by majors in another program?

7. Course outline.

(Weekly outline of lectures or include a draft of the course information sheet.)

1. Overview of Philosophy and the Method of the Master-Apprentice Indigenous Language Programming
2. Learning expectations and Typical Sessions for MAP
3. Learning and developing vocabulary with MAP
4. Intermediate to advanced learning and learning stories using MAP
5. Developing MAP for the classroom and community
6. Overview of Language Acquisition Made Practical (LAMP)
7. Teaching the cycle of LAMP and knowing your language tools
8. Using technology and literacy to keep language learning enjoyable

8. Enrolment.

Expected enrollment: 20

From which colleges? Education, Arts and Sciences - Indigenous Studies, and graduates from these Colleges

9. Student evaluation.

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

Weekly Journal of MAP	40%
Weekly Learning Project (LAMP)	60%
Total	100%

10. Required text: Brewster, E., Brewster, E. (2004) *Language Acquisition Made Practical: A Comprehensive "How-to" Book for Learning any Language*. Lingua House: Dallas.

Hinton, L., Vera, M., Steele, N. (2002) *How to Keep Your Language Alive: A Commonsense Approach to One-On-One Language Learning*. Berkley: Heyday Books.

Include a bibliography for the course.

11. Resources.

Proposed instructor: TBA

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

Hiring sessional instructor.

Are sufficient library or other research resources available for this course? Yes

Are any additional resources required (library, audio-visual, technology, etc.)? No

12. Date of Implementation:

To be offered: annually X biennially other

**University of Saskatchewan
College of Education
Department of Curriculum Studies**

ECUR 428.3

Introduction to Master Apprentice Program (nehiyawewin)

Instructor: TBA

Email:

Office Hours:

Phone:

Class Time and Location: TBA

Course Description: The Master Apprentice Program was developed for teaching and learning Indigenous Languages. It's a practical model that has been effective in learning in an immersion setting. There will also be an additional second language methodology taught which is called Language Acquisition Made Practical (LAMP) where these two methodologies go hand-in-hand.

Course Outcomes:

- The philosophy and method of Master Apprentice Program
- Demonstrating an understanding of the 10 rules of making Master Apprentice Program work in various settings
- Creating an effective inquiry based learning journey using the Language Acquisition Made Practical.

Required Texts:

Brewster, E., Brewster, E. (2004) Language Acquisition Made Practical: A Comprehensive "How-to" Book for Learning any Language. Lingua House: Dallas.

Hinton, L., Vera, M., Steele, N. (2002) How to Keep Your Language Alive: A Commonsense Approach to One-On-One Language Learning. Berkley: Heyday Books.

Topic Outline:

1. Overview of Philosophy and the Method of the Master-Apprentice Indigenous Language Programming
2. Learning expectations and Typical Sessions for MAP
3. Learning and developing vocabulary with MAP
4. Intermediate to advanced learning and learning stories using MAP
5. Developing MAP for the classroom and community
6. Overview of Language Acquisition Made Practical (LAMP)
7. Teaching the cycle of LAMP and knowing your language tools
8. Using technology and literacy to keep language learning enjoyable

Course Evaluation:

Weekly Journal of MAP	40%
Weekly Learning Project (LAMP)	60%
Total	100%

Weekly Journal of MAP- There will be 4 journal entries (10% each) for this portion of the evaluation. First Journal Entry will be introducing the Master Speaker with whom the student will be working. Second Journal Entry will be keeping updated on the language activities based around the MAP sessions. Third journal will also be an update on the MAP sessions. The last Journal entry will be a reflective journal on the MAP process.

Weekly Learning Project (LAMP)

Written Sentences and translations 20%

The LAMP cycle of learning has 3 usable sentences that need to be created by the learner and then the master speaker is to translate these verbally. These sentences need to be written which helps in recording the progress in the target language. This is the raw data collection of the LAMP process.

Recordings of LAMP Process 20%

With a digital recording device, the sentences should be recorded and filed/saved. These digitalized recordings of the usable sentences created by learner captures “native” sounds, dialects and accents. The sentences are then used in the process of listening and repeating. This is really creating inquiry-based methodology because these sentences will be based on the language topics the learner really wants to focus on.

Oral Proficiency Examination 20%

There will be an oral examination based on the sentences gathered and documented by the learner. The examination will be based on what the learner collected. The instructor will examine around the topics and possibly create scenarios to create dialogue.



UNIVERSITY OF
SASKATCHEWAN

New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: Dr. Jay Wilson

2. Information required for the Catalogue

2.1 Label & Number of course: ECUR 429.3

2.2 Title of course: Root-Word Method of nêhiyawêwin

2.3 Total Hours: Lecture 39 Seminar Lab Tutorial Other

2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other

2.5 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2

2.6 Prerequisite: N/A

2.7 Calendar description: nêhiyawêwin is known as a polysynthetic language, meaning the language is structured in word sentences. There are bits of meanings to what may look like one word but is actually a full sentence when translated into English. These bits of meanings are called morphemes and this course will study how these word sentences are created and pieced together to make sense.

2.8 Any additional notes

3. Rationale for introducing this course.

Learning the way Cree is structured is key to gaining what is called “word-sentence” fluency. Polysynthetic languages are very descriptive and understanding the word structure and order will improve the study of the targeted language. Cree is very descriptive in nature and lot of linguists often mistake it as very verb based. Word order is also further understood when learning the roots of words. These root words are not stand-alone morphemes but need prefixes and suffixes to make sense of these word sentences.

It would help to know a little bit of the linguistic composition of the Cree language and how the language conjugates. This course would be the only course that would require this type of study and how much writing is involved but it is a necessary to understand the make up and progress of making words up.

The Mohawks have this method and use it in their program to describe the complicated nature of learning their language. Mohawk words like Cree can describe:

- an action
- the number and gender of the persons(s) who did the action;
- the number and gender of the persons the action was done to;
- where the action benefited that person(s);
- a general time frame describing when the action took place or will take place;

- the object involved in the action;
- the direction the action took place in relation to the speaker;
- whether the person who did the action went someplace to do it;
- whether the action had been done before;
- whether the action undid a previous action; and
- whether the action was done multiple times.

The Root Word Method requires learning about 800 roots, prefixes and suffixes plus their variations, plus the rules for assembling them, plus the exceptions. Students also have to learn another 700 particles, names and stand-alone descriptions. When learned in a sequence from grammatically simple-to-complex students can become proficient speakers relatively quickly.

Blue Quills First Nations College have been leading the study of morphology and have created a wonderful resource that this course will need to use. They split up the language into roots and terminations which helps to recognize the structure of developing verbs and nouns.

4. Learning Outcomes for this course.

By the end of the course, learners will:

- Understand that nehiyawewin is a polysynthetic language and is taught differently than English.
- Have explored Cree terminology and overall complexity of Cree conjugation
- Acquired skills in listening, comprehension and articulation of Cree as well as practice in writing Cree in syllabics and SRO

5. Impact of this course.

Are the programs of other departments or Colleges affected by this course?

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal?

6. Other courses or program affected (please list course titles as well as numbers).

Course(s) to be deleted? None

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

Is this course to be required by your majors, or by majors in another program?

Education, Arts and Sciences - Indigenous Studies, and graduates from these Colleges

7. Course outline.

(Weekly outline of lectures or include a draft of the course information sheet.)

1. Introduction to the Morphology of Cree
2. Analyze Verb Stems and Roots
3. Looking at Gender-animate and inanimate
4. What are transitive and intransitive Verbs?
5. Structural Elements: Personal indicators, tenses, singular and pluralizing
6. Terminations
7. Modes/Forms: Independent, Subjunctive/e-conjunct, Imperative

8. Enrolment.

Expected enrollment: 20

From which colleges? Education and Native Studies

9. Student evaluation.

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

Cree Texts Project: 40%

There will be several texts taken from various elder from Saskatchewan and analyzed for structure as a class. These Elder text samples will be what the students need to gather for their projects. There will be 15 texts that will need to be recorded from a Master Speaker and these will be analyzed by the student.

Cree Data Workbook- 40%

This workbook will be where all the sentences will be documented.

This workbook will have the following:

- The 4 step Daily Learning Cycle Language Acquisition Made Practical.
- 1. Preparation of the sentences
- 2. Practice speaking the sentences
- 3. Communicate (where, time and who)
- 4. Evaluate (How was it? What were the responses? Were the words difficult? What to learn the next day?)

Oral Examination: 20%

This will be done in pairs where the student teachers will be going through their texts and putting together a dialogue. Basically, it will be a chance to have students speak to each other on any topic of choice. The evaluation is on how natural the discussion is and the flow between thoughts.

10. Required text:

Wolvengrey, A. ed. (2001) *nēhiyawewin: itwēwina/Cree: Words*. Canadian Plains Research Center.

Blue Quills First Nations College. (2000) Cree Morphology and Verbs: IYIS 118 nâkateyihetân tâni
nehiyawewin e-isi-wiyomikoyahk.

Include a bibliography for the course.

11. Resources.

Proposed instructor: TBA

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

Hiring sessional instructor.

Are sufficient library or other research resources available for this course? Yes

Are any additional resources required (library, audio-visual, technology, etc.)? No

12. Date of Implementation:

To be offered: annually ☒ biennially other

**University of Saskatchewan
College of Education
Department of Curriculum Studies**

ECUR 429.3

Root-Word Method of nêhiyawêwin

Instructor: TBA

Email:

Office Hours:

Phone:

Class Time and Location: TBA

Course Description: nêhiyawêwin is known as a polysynthetic language, meaning the language is structured in word sentences. There are bits of meanings to what may look like one word but is actually a full sentence when translated into English. These bits of meanings are called morphemes and this course will study how these word sentences are created and pieced together to make sense.

Course Outcomes:

- Understand that nêhiyawewin is a polysynthetic language and is taught differently than English.
- Explore Cree terminology and overall complexity of Cree conjugation
- Acquire skills in listening, comprehension and articulation of Cree as well as practice in writing Cree in syllabics and SRO

Required Texts:

Wolvengrey, A. ed. (2001) *ᑭᓄᑦᑭᓄᑦᑭᓄᑦ: ᑭᓄᑦᑭᓄᑦ / nêhiyawêwin: itwêwina/Cree: Words*. Canadian Plains Research Centre.

Blue Quills First Nations College. (2000) Cree Morphology and Verbs: IYIS 118 nâkateyihtetân tânisi nêhiyawewin e-isi-wiyomikoyahk.

Topic Outline:

1. Introduction to the Morphology of Cree
2. Analyze Verb Stems and Roots
3. Looking at Gender-animate and inanimate
4. What are transitive and intransitive Verbs?
5. Structural Elements: Personal indicators, tenses, singular and pluralizing
6. Terminations
7. Modes/Forms: Independent, Subjunctive/e-conjunct, Imperative

Course Evaluation:

Cree Texts Project:	40%
Cree Data Workbook-	40%

Oral Examination: 20%

Total 100%

Cree Texts Project: 40%

There will be several texts taken from various elder from Saskatchewan and analyzed for structure as a class. These Elder text samples will be what the students need to gather for their projects. There will be 15 texts that will need to be recorded from a Master Speaker and these will be analyzed by the student.

Cree Data Workbook- 40%

This workbook will be where all the sentences will be documented.

This workbook will have the following:

- The 4 step Daily Learning Cycle Language Acquisition Made Practical.
- 1. Preparation of the sentences
- 2. Practice speaking the sentences
- 3. Communicate (where, time and who)
- 4. Evaluate (How was it? What were the responses? Were the words difficult? What to learn the next day?)

Oral Examination: 20%

This will be done in pairs where the student teachers will be going through their texts and putting together a dialogue. Basically, it will be a chance to have students speak to each other on any topic of choice. The evaluation is on how natural the discussion is and the flow between thoughts.



UNIVERSITY OF
SASKATCHEWAN

New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: Dr. Jay Wilson

2. Information required for the Catalogue

2.1 Label & Number of course: ECUR 430.3

2.2 Title of course: Traditional and Contemporary Music, Song and Dance

2.3 Total Hours: Lecture 39 Seminar Lab Tutorial Other

2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other

2.5 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2

2.6 Prerequisite: N/A

2.7 Calendar description: The cognitive benefits of incorporating music in language learning are integral to culture, for the Cree are a singing nation. nêhiyawak have been singing since the beginning of time. There are songs for all occasions from lullaby's to thanksgiving and celebration. Cree Songs help memorize phonetics, long sentences, stimulate the vocals and assist in getting comfortable with finding the "Cree Voice". By involving dancing, the entire brain is being stimulated which is termed "whole-brain learning".

2.8 Any additional notes

3. Rationale for introducing this course.

The Elders and Knowledge Keepers say that there is a song for every event and that we should not lose these but share them and keep them from being forgotten. Of course there are certain songs that are for only certain ceremonies but what happens when singing is involved is language magic. People of all ages begin learning enjoyable tunes and for occasions such as birthdays and thanks giving prayer songs. Onion Lakes own Brian MacDonald created a timeless set of songs that are still sung in most First Nations Schools along with Saskatoon's very own St. Frances Cree Bilingual Program. They follow the tunes of such favorites such as Old MacDonald and twinkle twinkle little star.

The Native American Flute, the Drums and Rattles are also incorporated into this course because of the cultural significance but also the benefits for cognitive development.

4. Learning Outcomes for this course.

By the end of the course, learners will:

- Be familiar with the morning song as well as a lullaby in Cree
- Demonstrate an understanding and contemporary music, song and dance
- Understand how to implement traditional and contemporary music, song and dance in their teaching

5. Impact of this course.
Are the programs of other departments or Colleges affected by this course? No

If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal?
6. Other courses or program affected (please list course titles as well as numbers).
Course(s) to be deleted? None

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

Is this course to be required by your majors, or by majors in another program?

Education, Arts and Sciences - Indigenous Studies, and graduates from these Colleges
7. Course outline.
(Weekly outline of lectures or include a draft of the course information sheet.)
 - Introduction to Cree songs (Round dance, prayer songs, powwow, lullaby's and ceremonial songs)
 - Protocol to learning songs and understanding significance
 - Handgames songs
 - Contemporary music- Cree songs (Brian MacDonald, Carl Quinn, Wayne Jackson, Gift of Language and Culture)
 - Dances to the different types of songs
8. Enrolment.
Expected enrollment: 20
From which colleges? Education and Native Studies
9. Student evaluation.
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

Cree Song Presentation #1 (Traditional)	20%
Cree Song Presentation #2 (Contemporary)	20%
Traditional Game/ Hand Games Presentation	20%
Cree Dance Presentation	20%
Native American Flute	20%
10. Required text:
Online resources: www.youtube.ca
www.giftoflanguageandculture.ca
www.itunes.com

Include a bibliography for the course.
11. Resources.
Proposed instructor: TBA
How does the department plan to handle the additional teaching or administrative workload?

Hiring sessional instructor.

Are sufficient library or other research resources available for this course? Yes

Are any additional resources required (library, audio-visual, technology, etc.)? No

12. Date of Implementation:
To be offered: annually X biennially other

**University of Saskatchewan
College of Education
Department of Curriculum Studies**

ECUR 430.3

Traditional and Contemporary Music, Song and Dance

Instructor: TBA

Email:

Office Hours:

Phone:

Class Time and Location: TBA

Course Description: The cognitive benefits of incorporating music in language learning are integral to culture, for the Cree are a singing nation. nêhiyawak have been singing since the beginning of time. There are songs for all occasions from lullaby's to thanksgiving and celebration. Cree Songs help memorize phonetics, long sentences, stimulate the vocals and assist in getting comfortable with finding the "Cree Voice". By involving dancing, the entire brain is being stimulated which is termed "whole-brain learning".

Course Outcomes:

- Demonstrate familiarity with the Morning Song as well as a lullaby in Cree
- Demonstrate an understanding and contemporary music, song and dance
- Understand how to implement traditional and contemporary music, song and dance in their teaching

Required Texts:

www.youtube.ca

www.giftoflanguageandculture.ca

www.itunes.com

Topic Outline:

- Introduction to Cree songs (Round dance, prayer songs, powwow, lullaby's and ceremonial songs)
- Protocol to learning songs and understanding significance
- Handgames songs
- Contemporary music- Cree songs (Brian MacDonald, Carl Quinn, Wayne Jackson, Gift of Language and Culture)
- Dances to the different types of songs

Course Evaluation:

Cree Song Presentation #1 (Traditional)	20%
Cree Song Presentation #2 (Contemporary)	20%
Traditional Game/ Hand Games Presentation	20%
Cree Dance Presentation	20%
Native American Flute, Drum, Rattle Presentation	20%
Total	100%

Cree Song Presentation #1 (Traditional)

Students can chose any of the following: Round dance, prayer songs, powwow, lullaby's and ceremonial songs to sing.

Cree Song Presentation #2 (Contemporary)

Students can chose songs from Brian MacDonald, Carl Quinn, Wayne Jackson, Gift of Language and Culture, Delores Sand and so on to sing.

Traditional Game/ Hand Games Presentation

Traditional Games and Hand Games have been around to help people get along and they brought nations together. There area a few traditional games to research and chose from. There are songs and beats that go with each of these games.

Cree Dance Presentation

Students can chose a dance and perform. There are a lot of options available such as Powwow, round dance, tea dance, even jigging because of the influence of the Metis. History can be presented along with the performance.

Native American Flute, Drum, Rattle Presentation

There are three instruments that have been used by Cree people in Saskatchewan with great success in promoting language and culture. These have been the Native American Flute, the drums and the rattles. Students can chose any one of these instruments and do a presentation.



UNIVERSITY OF
SASKATCHEWAN

New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: Dr. Jay Wilson

2. Information required for the Catalogue

2.1 Label & Number of course: ECUR 431.3

2.2 Title of course: Digital Technologies for Indigenous Language Learning

2.3 Total Hours: Lecture 39 Seminar Lab Tutorial Other

2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other

2.5 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2

2.6 Prerequisite: N/A

2.7 Calendar description: This course will focus on the development of basic computer skills to enhance Indigenous Literacy and Writing using Technology. Students will also be introduced to video and audio technology and how to apply them to Indigenous language curriculum development. Basic software for developing resources will also be covered.

2.8 Any additional notes

3. Rationale for introducing this course.

With the recent popularity of www.creedictionary.com and phone apps, technology is a way to influence new speakers. For example, the online Cree dictionary has helped many classes answer language specific questions. It is only a matter of time when more apps and second language software will be developed. Rosetta Stone seems to have helped Native American Languages such as Mohawk but these bigger language companies are still focusing in on bigger language groups.

There are many useful resources that have been created for teachers and knowing how to use software such as Photoshop, Publisher, Microsoft Word and PowerPoint, capturing audiences with well-made presentations and lessons will lead to higher success rates in the targeted language.

There are more school districts that are now writing curricula to meet the needs of their Aboriginal population and by learning how to navigate through the Saskatchewan Curriculum website will allow outcomes to be met.

4. Learning Outcomes for this course.

By the end of the course, learners will be familiar with:

- a. Recording audio, downloading, and basic digital audio editing.
- b. Recording video and doing basic downloading and editing with a digital editor

- c. Organizing interviews
 - d. The roles of interviewing in social science and linguistic research.
 - e. Applying basic software for resource development and online tools for language learning.
5. Impact of this course.
 Are the programs of other departments or Colleges affected by this course? No
 If so, were these departments consulted? (Include correspondence)
 Were any other departments asked to review or comment on the proposal? No
6. Other courses or program affected (please list course titles as well as numbers).
 Course(s) to be deleted? None
- Course(s) for which this course will be a prerequisite? None
- Is this course to be required by your majors, or by majors in another program? It is only required by those enrolled in the Certificate.
7. Course outline.
 (Weekly outline of lectures or include a draft of the course information sheet.)
- Introduction to Basic Computer Skills, Software and the Digital World
 - Microsoft Word, Microsoft PowerPoint, Microsoft Publisher
 - Microsoft Video and/or iMovie
 - Digital recording device and digital recording software
 - Structuring successful interviews
 - Creating relationships with Elders and Resource peoples
 - First Nations Protocol
 - Transcribing and translating
 - Digitalizing Audio and Video
 - Learning how to save and transfer the different types of digital audio/video files
 - Using syllabics, downloading syllabics, languagegeek.com, syllabic fonts, SRO
 - The Internet and Language Learning
 - Indigenous Language Websites
 - Ideas about language apps and software
 - Gift of Language and Culture
8. Enrolment.
 Expected enrollment: 20
 From which colleges? Education, Arts and Sciences, Indigenous Studies and those who have graduated from these Colleges.
9. Student evaluation.
 Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)
- | | |
|-------------------------------|-------------|
| 1. Technical competencies | 25% |
| 2. Audio Recording Assignment | 25% |
| 3. Video Recording Assignment | 25% |
| 4. Digital Resource | 25% |
| Total | 100% |

10. Required text: Michell, H. (2011). *Working with Elders and Indigenous Knowledge Systems*. Kanata, Ontario: JC Publishing Ltd.

Include a bibliography for the course.

11. Proposed instructor: TBA

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

Hiring sessional instructor.

Are sufficient library or other research resources available for this course? Yes

Are any additional resources required (library, audio-visual, technology, etc.)? No

12. Date of Implementation:

To be offered: annually X biennially other

**University of Saskatchewan
College of Education
Department of Curriculum Studies**

ECUR 431.3

Digital Technologies for Indigenous Language Learning

Instructor: TBA

Email:

Office Hours:

Phone:

Class Time and Location: TBA

Course Description: This course will focus on the development of basic technology skills to enhance Indigenous Literacy and Writing using Technology. Students will be introduced to video and audio technology and how to apply them to Indigenous language curriculum development. Basic software for developing resources will also be covered.

Course Outcomes:

By the end of the course, learners will be familiar with:

- a. Recording audio, downloading, and basic digital audio editing.
- b. Recording video and doing basic downloading and editing with a digital editor
- c. Organizing interviews
- d. The roles of interviewing in social science and linguistic research.
- e. Applying basic software for resource development and online tools for language learning.

Required Texts: Michell, H. (2011). *Working with Elders and Indigenous Knowledge Systems*. Kanata, Ontario: JC Publishing Ltd.

Online Tutorials through Lynda.com

Topic Outline:

- Introduction to Basic Computer Skills, Software and the Digital World
 - Microsoft Word, Microsoft PowerPoint, Microsoft Publisher
 - Windows Movie Maker and/or iMovie
 - Digital recording devices and digital recording software
- Structuring successful interviews
 - Creating relationships with Elders and Resource peoples
 - First Nations Protocol
 - Transcribing and translating
- Digitalizing Audio and Video
 - Learning how to save and transfer the different types of digital audio/video files
 - Using syllabics, downloading syllabics, languagegeek.com, syllabic fonts, SRO
- The Internet and Language Learning
 - Indigenous Language Websites
 - Ideas about language apps and software
 - Gift of Language and Culture

Course Evaluation:

1. Technical Competencies	25%
2. Audio Recording Assignment	25%
3. Video Recording Assignment	25%
4. Digital Resource	25%
Total	100%

1. Technical Competencies:

Demonstration of practical skills is very important and in this class computer work will form the experiential base for most of your learning. Since student work is primarily with digital formats, the more time that is spent with the hardware and software, the higher the level of competency. This class requires interviewing and you will be expected to be actively involved in the capturing and editing language recordings. Developing strong technical skills will be fundamental to support the other assignments in the course.

2. Audio Recording Assignment

Each student will complete an audio artefact. The final product can be a song, a short story or a few full sentences in the target language. The assignment will begin with a script followed by the capturing of raw audio. The raw audio will be modified and polished using audio editing software where the student will edit the recording, save the raw digital recording and also save the edited audio recording for future use and stored in database.

3. Video Recording Assignment

Each student will complete a video artefact. A video interview will be planned which may be a song, a short story, or a few full sentences in the target language. The video recording will be transferred to video editing software where the student will edit the recording, save the raw digital recording and also save the edited video recording for future use and stored in a database.

4. Digital Resource



UNIVERSITY OF
SASKATCHEWAN

New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: Dr. Jay Wilson

2. Information required for the Catalogue

2.1 Label & Number of course: ECUR 432.3

2.2 Title of course: Syllabics, Literacy, and Numeracy

2.3 Total Hours: Lecture 39 Seminar Lab Tutorial Other

2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other

2.5 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2

2.6 Prerequisite: N/A

2.7 Calendar description: The Syllabics, Literacy, and Numeracy course is designed to teach students the history of the Cree syllabic system as well as the importance of raising Indigenous Literacy. It will assist students to hear specific sounds of the language and reproduce these sounds. Students will be able to read and write syllabics. The syllabics are also used as numeric symbols for counting. This course is designed to enable students to acquire both syllabic literacy and numeracy.

2.8 Any additional notes

3. Rationale for introducing this course.

The Cree were given syllabics to use and to share with all the indigenous people. It is important to note that there is literature on the origins of the syllabics and there are also oral accounts that have been documented. These stories have been researched and studied which will be made available to the students. The geographic location of these stories is in and around Norway House, Manitoba known in Cree as kinosew sîpiy.

Becoming literate in syllabics has many cognitive benefits. There are also social and personal benefits when learning the sounds of syllabics. As the learners understand the syllabics, there will be no mistaking English and Cree sounds. Student's skills will develop directly from practice and increased practice will allow for more flow as sounds develop.

Recently, thanks to a Cree Linguist named Charles Houle from Calling Lake, AB, a numeric chart has been created using the existing syllabics. The numbers are another great addition to the current sounds the syllabics produce.

4. Learning Outcomes for this course.

By the end of the course, learners will:

- Understand the History of the Cree syllabics system

- Understand the benefits of promoting language and literacy using syllabics
- Demonstrate familiarity with the Cree syllabic numeracy system

5. Impact of this course.

Are the programs of other departments or Colleges affected by this course? No

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal?

6. Other courses or program affected (please list course titles as well as numbers).

Course(s) to be deleted? None

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

Is this course to be required by your majors, or by majors in another program?

Education, Arts and Sciences - Indigenous Studies, and graduates from these Colleges

7. Course outline.

(Weekly outline of lectures or include a draft of the course information sheet.)

- Historical accounts of the origins of the Cree syllabics
- Introduction to the syllabics star chart
- Using ASLA to teach the syllabics star chart
- Eastern, southern, western and northern syllabics
- South-eastern, south western, north-western and north-eastern syllabics
- End consonants and w's
- Simple word sentences, prayer and Syllabics songs
- Using syllabics to promote numeracy

8. Enrolment.

Expected enrollment: 20

From which colleges? Education and Native Studies

9. Student evaluation.

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

Syllabics Star Chart Quiz	40%
End Consonant Quiz	10%
Simple word sentence Quiz	30%
Numeracy Quiz	20%
Total	100%

10. Required text:

Online resources: www.creeliteracy.org

Murdoch, J. (1981). *Syllabics - a successful educational innovation*. Manitoba Heritage Thesis.

Unpublished workbook: Houle, C. (2015). *Cree Syllabics Numeracy*. Calling Lake, AB.

11. Resources.

Proposed instructor: TBA

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

Hiring sessional instructor.

Are sufficient library or other research resources available for this course? Yes

Are any additional resources required (library, audio-visual, technology, etc.)? No

12. Date of Implementation:

To be offered: annually X biennially other

**University of Saskatchewan
College of Education
Department of Curriculum Studies**

ECUR 432.3

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ **Syllabics, Literacy and Numeracy**

Instructor: TBA

Email:

Office Hours:

Phone:

Class Time and Location: TBA

Course Description: The Syllabics, Literacy and Numeracy course is designed to teach students the history of the Cree syllabic system as well as the importance of raising Indigenous Literacy. It will assist students to hear specific sounds of the language and reproduce these sounds. Students will be able to read and write syllabics. The syllabics are also used as numeric symbols for counting. This course is designed to enable students to acquire both syllabic literacy and numeracy.

Course Outcomes:

- The History of the Cree syllabics system
- Understand the benefits of promoting language and literacy using syllabics
- Become familiar with the Cree syllabic numeracy system

Required Texts:

Online resources: www.creeliteracy.org

Murdoch, J. (1981). *Syllabics - a successful educational innovation*. Manitoba Heritage Thesis.

Unpublished workbook: Houle, C. (2015). *Cree Syllabics Numeracy*. Calling Lake, AB.

Topic Outline:

- Review of Standard Roman Orthography
- Historical accounts of the origins of the Cree syllabics
- Introduction to the syllabics star chart
- Using ASLA to teach the syllabics star chart
- Eastern, southern, western and northern syllabics
- South-eastern, south western, north-western and north-eastern syllabics
- End consonants and w's (TPR-Cree Karate)
- Simple word sentences, prayer and Syllabics songs
- Using syllabics to promote numeracy

Course Evaluation:

Syllabics Star Chart Quiz	40%
End Consonant Quiz	10%
Simple word sentence Quiz	30%
Numeracy Quiz	20%
Total	100%

Syllabics Star Chart Quiz

The Quiz will be based around the Syllabics Star Chart which was developed in the 70's and has made learning the cahkipehikanak (syllabics) easier to learn and teach. This quiz will accelerate Cree literacy and help learners with saying the syllables. ASLA might be part of this quiz.

End Consonant Quiz

The Cree End Consonants are important to learn and this quiz will also accelerate Cree literacy. Its important to know these and TPR might be used in form of the Cree Karate Lesson.

Simple word sentence Quiz

The structure of Cree is categorized as a polysynthetic language; therefore word sentences will be the focus with this quiz. Similar to Standard Roman Orthography (SRO), it's important to learn the sounds and syllables of Cree.

Numeracy Quiz

This quiz will focus on the using the existing syllabics to promote numeracy. Similar to the Roman Numerals, syllabics have been used to count. The quiz will be on the Cree Numerals.



UNIVERSITY OF
SASKATCHEWAN

New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: Dr. Jay Wilson

2. Information required for the Catalogue

2.1 Label & Number of course: ECUR 433.3

2.2 Title of course: Identity and Higher Learning (nêhiyawêwin)

2.3 Total Hours: Lecture 39 Seminar Lab Tutorial Other

2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other

2.5 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2

2.6 Prerequisite: N/A

2.7 Calendar description: An introductory course designed to examine the role of the elder's helper in a place of higher learning. This course explores how nêhiyaw identity is informed by the philosophical beliefs and constructs central to the worldview of nêhiyawak. Students will examine how nêhiyawak have maintained their cultural beliefs through family and community. The concepts of *wâkohtowin* will be explored to develop understanding of place and language.

2.8 Any additional notes

3. Rationale for introducing this course.

The number of Aboriginal Students is rising and projections are that this population will continue to rise within the higher learning institutions of Saskatchewan. The Elders have stated that the Treaties had education within the agreements. These cannot be forgotten and it's just as important to Cree epistemology, ontology and axiology.

Dr. Herman Michel has literature on the subject of Indigenous Peoples in higher learning and how to get Elders involved with the process. With this course, Elders are encouraged and they too need to be taught to understand and accept higher learning institutions.

Terms such as post-identification, re-identification, and post-modernity are surfacing. With academics writing on these topics, there is now room to start organizing a more inclusive place of higher learning.

4. Learning Outcomes for this course.

By the end of the course, learners will be familiar with:

- a. nêhiyaw Historical Overview and traditional place names
- b. Understanding the significance of âtayohkewin (sacred stories) and âcimowin (teaching stories).

- c. Kinship terms and nehiyaw wâkohtowin.
5. Impact of this course.
Are the programs of other departments or Colleges affected by this course? No
If so, were these departments consulted? (Include correspondence)
Were any other departments asked to review or comment on the proposal?
6. Other courses or program affected (please list course titles as well as numbers).
Course(s) to be deleted? None

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

Is this course to be required by your majors, or by majors in another program?
It is only required by those enrolled in the Certificate.
7. Course outline.
(Weekly outline of lectures or include a draft of the course information sheet.)
1. Importance of Keeping our Language and Culture
 - First Nations History, Laws, and Spirituality
 - Important Concepts
 2. nehiyaw wâkohtowin-Kinship Terms
Immediate and extended family terms
 3. Inviting Elders to speak and using traditional protocol
 - Symbolic Teachings
 - Tobacco, smudging, fasting, feasts, tipi teachings
 - Roles of Elders/Resource People
 - Roles of Male and Female and Responsibilities
 4. Concept of Community and community-based research
 - Feasts, Sacred Pipes
 - Story of the Sacred Tree
 5. Establishing Relationships with Elders and Resource People
8. Enrolment.
Expected enrollment: 20
From which colleges? Education and Native Studies
9. Student evaluation.
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)
- | | |
|-------------------------|-----|
| 1. Cultural Involvement | 20% |
| 2. Journal Entries | 40% |
| 3. Presentation | 40% |
10. Required text:
Michell, H. (2013) Working with Aboriginal Communities in Places of Higher Learning. Vernon, BC: JCharolton Publishing Ltd.

Lane, P., Bopp, J., Bopp, M., Brown, L., and Elders (1994) The Sacred Tree. Twin Lakes, WI: Lotus Press.
Saskatchewan Indian Cultural Centre. (2009) Cultural Teachings: First Nations Protocols and Methodologies. Saskatoon: SICC.

Include a bibliography for the course.

11. Resources.

Proposed instructor: TBA

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

Hiring sessional instructor.

Are sufficient library or other research resources available for this course? Yes

Are any additional resources required (library, audio-visual, technology, etc.)? No

12. Date of Implementation:

To be offered: annually X biennially other

**University of Saskatchewan
College of Education
Department of Curriculum Studies**

ECUR 433.3

Identity and Higher Learning (nêhiyawêwin)

Instructor: TBA

Email:

Office Hours:

Phone:

Class Time and Location: TBA

Course Description: An introductory course designed to examine the role of the elder's helper in a place of higher learning. This course explores how nêhiyaw identity is informed by the philosophical beliefs and constructs central to the worldview of nêhiyawak. Students will examine how nêhiyawak have maintained their cultural beliefs through family and community. The concepts of *wâkohtowin* will be explored to develop understanding of place and language.

Course Outcomes:

By the end of the course, learners will be familiar with:

- a. nêhiyaw Historical Overview and traditional place names
- b. Understanding the significance of atayohkewin (sacred stories) and acimowin (teaching stories).
- c. Kinship terms and nêhiyaw wâkohtowin.

Required Texts:

Michell, H. (2013) *Working with Aboriginal Communities in Places of Higher Learning*. Vernon, BC: JCharolton Publishing Ltd.

Lane, P., Bopp, J., Bopp, M., Brown, L., and Elders (1994) *The Sacred Tree*. Twin Lakes, WI: Lotus Press.
Saskatchewan Indian Cultural Centre. (2009) *Cultural Teachings: First Nations Protocols and Methodologies*. Saskatoon: SICC.

Topic Outline:

- Importance of Keeping our Language and Culture
 - First Nations History, Laws, and Spirituality
 - Important Concepts
- nehiyaw wâkohtowin-Kinship Terms
 - Immediate and extended family terms
- Inviting Elders to speak and using traditional protocol
 - Symbolic Teachings
 - Tobacco, smudging, fasting, feasts, tipi teachings
 - Roles of Elders/Resource People
 - Roles of Male and Female and Responsibilities
- Concept of Community and community-based research
 - Feasts, Sacred Pipes
 - Story of the Sacred Tree
- Establishing Relationships with Elders and Resource People

Course Evaluation:

1. Cultural Involvement	20%
2. Journal Entries (4)	40%
3. Presentation Assignment	40%
Total	100%

1. Cultural Involvement:

Active listening in class will be key to receive teachings first hand from the Elders and Resources people. Much of the course content will be information shared that is not found in books but passed down through oral teachings. Students will be assessed based on their interaction and demonstrated connection with information shared by the elders. The assessment will be based on the discussions that come from the teachings. Although not directly part of the evaluation student will be encouraged to attend all sessions.

2. Journal Entries (4 = 10% each Journal)

There will be four separate journals that will be submitted based on the information received from the Elders and Resource people. Each speaker will share information covering topics such as kinship, protocol, worldview, feasts, community events, ceremonies, roles and responsibilities of our communities. Each visit by a speaker will require a minimum of 250 words journal entry.

3. Presentation Assignment

Students are required to research and present a 15 minute talk based on the findings will be required for the class. If there is a topic that students wish to expand on from what they have learning in the course the student may do so, This assignment provides an opportunity to practice

the traditional research protocols and share a topic that is personally significant. This assignment will encourage students to immediately learn how to apply what has been shared and add to their understandings.

University of Saskatchewan Grading System (for undergraduate courses)

Exceptional (90-100) A superior performance with consistent evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Excellent (80-90) An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Good (70-79) A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

Satisfactory (60-69) A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

Minimal Pass (50-59) A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

Failure <50 An unacceptable performance



UNIVERSITY OF
SASKATCHEWAN

New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean:

2. Information required for the Catalogue

2.1 Label & Number of course: ECUR 434.3

2.2 Title of course: Immersion Language Camp (nêhiyawêwin)

2.3 Total Hours: Lecture 39 Seminar Lab Tutorial Other

2.4 Weekly Hours: Lecture Seminar Lab Tutorial Other

2.5 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2

2.6 Prerequisite: N/A

2.7 Calendar description: Immersion Language Camps (nêhiyawêwin) will follow a total immersion environment where nothing but Cree will be used for traditional activities based around the season of the camp. These activities will be a mixture of land-based activities such as harvesting teas, berries, fish and wild game, or task-based activities ranging from preparing and preserving the foods to beading jewellery.

2.8 Any additional notes

3. Rationale for introducing this course.

The Language Immersion Camps have been successfully operating in Saskatchewan for many years. Language Immersion Camps in Sturgeon Lake, SK (hosted by Belinda Daniels) and kâniyâsihk Cree Culture Camps (hosted Blue Quills First Nations College and First Nations University of Canada) are recent immersion experiences with post-secondary students that have met with great success.

It is key to have fluent speakers on staff and all levels to promote successful language learning. In the language camps mentioned above, linguists and indigenous language instructors have been involved along with Elders and resource people. The staff do everything including: harvesting teas, fishing, canoeing, baking bannock on a stick, and beading. The weather will influence the specific activities that are scheduled but the camp will be offered in the summer months.

Introductions to the language methodologies by the main speakers. Here they share the rules of the camp and the main objectives of speaking and learning Cree.

Activities are put into the culture camp to give the different activities and language around those activities such as:

Fishing, cooking, cleaning, canoeing, hide tanning, beading, setting up camp and tipis, crafts, storytelling, nature hikes, harvesting and gathering techniques, various ceremonies for thanksgiving and safety, camp safety activities, fire making, and Cree hand games.

All the camp workers will be fluent in Cree and first language speakers.

All Elders will be present throughout the day and there will be Cree stories shared in the evenings by the resource people.

4. Learning Outcomes for this course.

By the end of the course, learners will be familiar with:

1. Incorporating Task-Based and Land-Based Education.
2. Planning language camps, implementing and experiencing a language immersion camp with numerous activities traditional to the Indigenous cultures.
3. Developing ideas of ecological education and creating a connection to traditional ecological education.

5. Impact of this course.

Are the programs of other departments or Colleges affected by this course? No

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal?

6. Other courses or program affected (please list course titles as well as numbers).

Course(s) to be deleted? None

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

Is this course to be required by your majors, or by majors in another program?

Education, Arts and Sciences - Indigenous Studies, and graduates from these Colleges

7. Course outline.

(Outline of lectures or include a draft of the course information sheet.)

- Introduction to the camp rules of the immersion language camp.
- 10 rules of the Master Apprentice Program will be the SLA Methodology
- The intent of the kâniyâsihk Cree Culture Camps is always to promote miyo-pimâtisowin (a good way of life) which is divided into the four quadrants (physical, emotional, mental and spiritual domains).
- Instruction based on Land-Based and Task-Based Education (approaches that have been the main teaching methodologies and continue to prove successful to ensure authenticity of Cree Language and Cultural use).
- Revitalization and Retention of the Cree Language while doing traditional activities promotes confidence and pride.
- The camp promotes a safe place to speak and learn the Cree Language. Ability to speak the Cree language is the most important outcome.

8. Enrolment.

Expected enrollment: 20

From which colleges? Education, Arts and Sciences – Indigenous Studies, and graduates from these programs.

9. Student evaluation.

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

Pass/Fail: The evaluation of the course will be a pass/fail approach lead by the instructors, Elders, and other teachers. As with similar immersion learning environments the course is a busy time with a holistic approach to learning language and methodologies. All aspects of the students' involvement will be assessed formally and informally. All members of the staff, resource people, and Elders work to reinforce the rules of the camp and the outcomes of the language course. Formative assessment will take place at the midway point of the course to ensure the learners understand how they are progressing. A final summative assessment will follow the completion of the course.

10. Required text: Four Worlds Development Project. (1989). *The sacred tree: Reflections on Native American spirituality*. 3rd Ed. Twin Lakes, WI: Lotus Lake Publications.
Henley, Thom. (1996). *Rediscovery: Ancient Pathways, New Directions*. Calgary, AB: Lone Pine Publishing.

Include a bibliography for the course.

11. Resources.
Proposed instructor: TBA
How does the department plan to handle the additional teaching or administrative workload?

Hiring sessional instructor.

Are sufficient library or other research resources available for this course? Yes

Are any additional resources required (library, audio-visual, technology, etc.)? No

12. Date of Implementation:
To be offered: annually biennially other

**University of Saskatchewan
College of Education
Department of Curriculum Studies**

**ECUR 434.3
Immersion Language Camp (nêhiyawêwin)**

Instructor: TBA

Email:

Office Hours:

Phone:

Class Time and Location: Ministikwan Lake, SK

Course Description: Immersion Language Camps (nêhiyawêwin) will follow a total immersion environment where nothing but Cree will be used doing traditional activities based around the season of the camp. These activities will be a mixture of land-based activities such as harvesting teas, berries, fish and wild game, or task-based activities such as preparing and preserving the foods to beading beautiful jewelry.

Course Outcomes:

- The main objective of the kâniyâsihk Cree Culture Camps is always to promote miyo-pimâtisowin (a good way of life) which are divided into the four quadrants (physical, emotional, mental and spiritual domains).
- Land-Based and Task-Based Education have been the main teaching methodologies and have continued to prove successful and are used to ensure authenticity of Cree Language and Cultural use.
- Revitalization and Retention of the Cree Language while doing traditional activities promotes confidence and pride.
- The camp promotes a safe place to speak and learn the Cree Language. This is the most important objective.

Required Texts: Four Worlds Development Project. (1989). *The sacred tree: Reflections on Native American spirituality*. 3rd Ed. Twin Lakes, WI: Lotus Lake Publications.
 Henley, Thom. (1996). *Rediscovery: Ancient Pathways, New Directions*. Calgary, AB: Lone Pine Publishing.

Topic Outline:

- Introduction to the camp rules of the immersion language camp.
- 10 rules of the Master Apprentice Program will be the SLA Methodology
- The intent of the kâniyâsihk Cree Culture Camps is always to promote miyo-pimâtisowin (a good way of life) which is divided into the four quadrants (physical, emotional, mental and spiritual domains).
- Instruction based on Land-Based and Task-Based Education (approaches that have been the main teaching methodologies and continue to prove successful to ensure authenticity of Cree Language and Cultural use).
- Revitalization and Retention of the Cree Language while doing traditional activities promotes confidence and pride.
- The camp promotes a safe place to speak and learn the Cree Language. Ability to speak the Cree language is the most important outcome.

Course Evaluation:

PASS/FAIL: The evaluation of the course will be a pass/fail approach lead by the instructors, Elders, and other teachers. As with similar immersion learning environments the course is a busy time with a holistic approach to learning language and methodologies. All aspects of the students' involvement will be assessed formally and informally. All members of the staff, resource people, and Elders work to reinforce the rules of the camp and the outcomes of the language course. Formative assessment will take place at the midway point of the course to ensure the learners understand how they are progressing. A final summative assessment will follow the completion of the course.

Rubric: Language Learning and Comprehension

5 Excellent

- Eager to explore in unconventional areas
- Is excited/intrigued by ambiguity
- Values the importance of process rather than simply product
- Divergent thinker
- Leads and encourages others to consider alternatives
- Completes tasks with enthusiasm
- Student learning has taken him/her beyond expectations for final product
- Becomes leader as needed
- Deals with dissonance
- Fulfills obligations to group and class
- Makes outside connections

4 Proficient

- Comfortable with exploring in unconventional areas
- Comfortable with ambiguity
- Recognizes the importance of process rather than product
- Divergent thinker
- Works with others to find alternatives
- Approaches tasks purposefully
- Quality producer, carefully planned and executed work
- Is focused and prepared
- Fulfills obligations to class and group

3 Satisfactory

- Will attempt to explore if encouraged
- Will attempt to make sense of ambiguity
- Will participate in process with encouragement
- Accepts conventional interpretation or works toward an understanding of conventional interpretation
- Works to complete tasks/passive learner
- Is dependent on teacher leadership
- Meets required expectations for final product
- Is usually focused and prepared

2 Developing

- Is unwilling to explore unconventional areas
- Work is turned in on time but is incomplete *or* work is completed but generally comes in late
- Does not consider or is reluctant to participate in process
- Reluctant to work through conventional interpretation
- Reluctant learner
- Completes little without direct teacher involvement
- Does not bring material to class and is easily distracted

1 Limited

- Refuses to explore unconventional areas
- Unwilling to participate in process
- Interferes with own learning or the learning of others
- Does not complete work regardless of direct teacher intervention
- Work is not complete
- Misses due dates
- Work submitted does not reflect the time given
- Little pride in work is demonstrated
- Does not come to class prepared to learn; leaves books, homework, writing implements in locker, friend's car, at home ...

kâniyasihk Language Camp (LANGUAGE CAMPS)

Tentative Schedule



	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
11:00	Travel to Island Lake Greetings and Introductions	Breakfast Elder -Pulling net/setting net -setting snares -Make fish and smoke meat	Breakfast -Pull net/set net -Checking snares Cut fish and meat	Free Breakfast Elder -pull net -clean up closing and giveaway
12:00	Lunch	Lunch	Lunch	
1:00-3:00	-Sweat 3:00 pm set net -setting snares -Preparing Hides	Hide Stretching and fleshing Rattle making Nature Hike	-Sweat Hide Scrapping Rattle making Nature Hike	Travel Home
4:00 - 5:00	Camp set up Tipi and trappers tent	Group activity/team building Fire Building competition	Paddling Short Course-Lake	
6:00	Supper	Supper	Supper	
7:00	Storytelling/ Crafts -Rattle making	Storytelling/ Crafts	Hand game tournament	

University of Saskatchewan Grading System (for undergraduate courses)

Exceptional (90-100) A superior performance with consistent evidence of

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Excellent (80-90) An excellent performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

Good (70-79) A good performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

Satisfactory (60-69) A generally satisfactory and intellectually adequate performance with evidence of

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

Minimal Pass (50-59) A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

Failure <50 An unacceptable performance

Integrity Defined (from the Office of the University Secretary)

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: <http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf>

Examinations with Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check <http://students.usask.ca/health/centres/disability-services-for-students.php>, or contact DSS at 966-7273 or dss@usask.ca.

Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

Examinations with Disability Services for Students (DSS)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check <http://students.usask.ca/health/centres/disability-services-for-students.php>, or contact DSS at 966-7273 or dss@usask.ca.

Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.



tânisi,

I am writing to express my support for the Indigenous Language Certificate program being proposed by the Indian Teacher Education Program (ITEP) and the College of Education. In my interactions with Elders from diverse nations, the importance of our languages, which embody the relationality of our knowledge systems, has been a central theme. Language is central to identity and is a defining characteristic of a nation—without our languages we may eventually become Indigenous in name only. As enshrined in the Canadian Constitution and the United Nation's Declaration on the Rights of Indigenous Peoples we also have the right to maintain our languages, a right that was trampled on through Residential Schools, and that has been denied in most K-12 and post-secondary education institutions in Canada. The Indigenous Language Certificate program is an important step in redressing this historic wrong.

ITEP is the perfect home for the Indigenous Language Certificate program, and its strong connections to communities across Saskatchewan and beyond will attract enrollments on reputation alone. The growing, youthful demographic of Indigenous peoples seeking to reclaim their language and identity has prompted many First Nations to develop or strengthen existing language programming, and many will be seeking to employ linguistically adept teachers. The program is well researched and has been developed by one of Canada's leading Indigenous language practitioners. The variety of methodologies included in the program will provide many ways for students to learn, and the inclusion of Elders and a land-based experiential language camp will provide invaluable learning experiences. I consider myself just one of a growing number of Indigenous peoples desiring to regain the language of our ancestors who will be enrolling in the program when it opens.

êkosi,

A handwritten signature in dark ink, consisting of a stylized 'J' followed by a series of loops and a long horizontal stroke.

Jeff Baker

Assistant Professor and Chair in Aboriginal Education
Department of Educational Administration
University of Saskatchewan



UNIVERSITY OF
SASKATCHEWAN

College of Education

Indian Teacher Education Program

Education Building - Room 3076
28 Campus Drive
Saskatoon SK S7N 0X1
Telephone: (306) 966-7686
Facsimile: (306) 966-7630

13 February 2015

To Whom It May Concern:

The importance of the revitalization of Indigenous languages in Saskatchewan is paramount in our education system. The residential schools system in Canada has brought our languages to the brink of extinction. If we do not make an attempt of utilizing our current resources I fear that we will lose them forever.

The Indian Teacher Education Program wishes to support the College of Education, Department of Curriculum in their development of the Indigenous Language Certificate. We believe that their approach at utilizing Indigenous knowledge and targeting Elders and Knowledge Keepers as co-teachers will significantly help to bridge the gap in language loss.

The major contributing factor to language loss in Saskatchewan was Canada's residential schools. We believe that if a school can take away a language, then a school can bring back a language.

A handwritten signature in blue ink, appearing to read 'Chris Scribe'.

Chris Scribe, B.Ed. M.Ed. , Coordinator
Indian Teacher Education Program
First Nation, Metis, Inuit Programming
College of Education, University of Saskatchewan

CS/rl



UNIVERSITY OF
SASKATCHEWAN

Planning and Priorities Committee of Council

NOTICE OF INTENT for new programs

Title of proposal: Certificate in Indigenous Languages

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?

Aboriginal Languages in Saskatchewan and the rest of Canada are in crisis and proper attention and urgency is needed to address the loss of Indigenous language and culture. In consultations with Aboriginal Elders, both urban and rural community schools, First Nations Leaders and School Education Authorities, there is a need for quality Indigenous Language and Cultural Education in all our communities.

Currently, there is a rise in language teaching programs nationally to address the needs for qualified and certified Indigenous Language Instructors. Saskatchewan alone have a great opportunity to assist in development of these teachers that will be qualified in teaching the Indigenous Languages. ITEP have a 40-year history in Indian Education and therefor recognize the responsibility to train effective and efficient Indigenous Language Teachers. For example, within the city of Saskatoon, there are Indigenous Language programs starting because people are starting to realize the benefits of being bilingual. Research also states that with teaching a second language, students will improve in their numeracy and literacy. There are full immersion programs starting up in our rural areas, putting pressure on higher learning institutions such as the University of Saskatchewan to provide quality teachers. The need has never been so strong.

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? ITEP has been a major contributor to the field of Education in Saskatchewan, Alberta, North West Territories and Manitoba by providing qualified teachers. These graduates along with Native Studies graduates would benefit from a program like this in accommodating the need for Indigenous language teaching specialists, researchers, interviewers, transcribers, Indigenous Language and Culture Curriculum writers, and administrators.

Indigenous Second Language Teaching Methodologies is the focus for this certificate. There is a demand for speakers to be developed so people with a B.Ed or an B.A. (Native Studies) would be given first priority. The current and existing Aboriginal Language courses being offered through the University of Saskatchewan are linguistically based and there are now specific second language

methodologies that have been adopted that fit teaching polysynthetic languages in which most First Nations language are classified.

The need is based on the population projections of Saskatchewan and Saskatoon. There are 21,535 Aboriginal people living in the CMA of Saskatoon and there are a total of 141,890 Aboriginal people in the province according to the Statistics Canada (2006). Various Educational Authorities have also requested language instructors to meet the needs of the Aboriginal Communities. The Meadow Lake Tribal Council did regional language assessments where they commissioned two surveys. The first survey that was focused on Early Childhood Education (2009) where they recommended that there be support for the implementation of indigenous immersion or bilingual program for the ECE programs, and evaluate its success on a regular basis, perhaps every five years. The second MLTC Language Report (2009) also stated that “financial commitment be made for Indigenous Language programs (both core and bilingual/immersion) is required.” There are assessments of language needs nationally and like MLTC have done, some have gathered further data on what is needed and have made the recommendations for success.

Dr. Marie Battiste (2000) broadens this understanding; she expresses the following: “Where Indigenous knowledge survives, it is transmitted primarily through symbolic and oral traditions. Indigenous languages are the means for communicating the full range of human experience and are critical to the survival of any Indigenous people. These languages provide direct and powerful ways of understanding Indigenous knowledge. They are the critical links between sacred knowledge and the skills required for survival” (p. 48).

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?

This proposal fits through the mandate of the paper “Indian Control of Indian Education”, whereby creating culturally relevant teachers who promote excellence in education, pride in the culture, language and traditions of the different Indigenous linguistic groups in Canada. The ITEP Mission also reads similarly where the aim is to continue to build relationships, understand First Nations worldview and values and make education relevant to the philosophy and needs of First Nations people. As well, the University of Saskatchewan Statement of Commitment reads as follows: “We will be characterized as a place with diversified approaches and flourishing initiatives in every college and school involving rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal communities, inclusion of Indigenous knowledge and experience in curricular offerings and intercultural engagement among faculty, staff and students. “ –University of Saskatchewan Third Integrated Plan

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?

Alberta have shown a steady growth in their language programming for the past decade by offering Indigenous Language specific courses through CILLDI (U of A) as well as Blue Quills First Nations College with their Language Programs that are now at a graduate level. The language teachers and advocates have been going to Alberta to meet their language needs. The graduates are growing therefore Indigenous language programming is growing. The languages are different in Alberta and the Saskatchewan needs are unique to this province. They do have Cree but its been known to be a little different in dialects, the Dene, Nakawe, Lakata/Dakota/Nakota languages have also been somewhat ignored in those programs.

There is a definite interest amongst ITEP graduates along with other graduates with Native Studies degrees. Manitoba have a Cree Language Teaching Certificates but have not formally been recognized by the Educational Ministry and this is the same with Alberta. First Nations University of Canada have a Certificate of Extended Studies in First Nations Languages that allows teachers to receive additional qualification and teachers would be eligible for reclassification through BTEC. Their language programs are geared for fluent speakers.

We want to aim at second language speakers and to deliver them through the second language methodologies so they know how the methods work and get first hand knowledge by going through each of them. Our program goal is to also get this same recognition so the Saskatchewan Pay Grid would recognize the graduates of the certificate wherever they work. The majority of Saskatchewan Schools follow the STF grid and in this case, would need to reclassify their staff accordingly.

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?

There are will be enough faculty to start and may need a few sessional lecturers for the specialty areas such as syllabics and second language methodologies. We need to create more Indigenous Literature in our libraries; IT support will be needed when resources are being developed. These could be anything to recording a digital interview or using software to write a book. There is an MOU with the Saskatchewan Indian Culture Centre (SICC). This would allow us to utilize their Elder and resource people program. They have a lot of digital, video and teaching resources at their centre. The library at SICC is also a great database for our program.

Co-instructing our programs is also something that has been done in ITEP and this could follow through to our Indigenous Language Certificate if there is a need to get the Faculty Requirements. In some cases, there might be a master speaker of an Indigenous Language and we can team teach with one of our Faculty to meet these types of situations. We will most likely run into these situations in languages with very limited speakers left but we are able to accommodate these special cases.

Office of the Treaty Commissioners (OTC) also have an extensive kit that would be available for the ILC to take full advantage of along with Elders and Resource people. Our Education Library has a section on teaching second language methods and there are also second language specialists at the Saskatchewan

Language Centre on campus. The Native Studies Department have also expressed interest in developing language programs and we could always also use their expertise.

The procedure for submitting a new program for approval is described in the procedures page of the Academic Programs Committee of Council.

Please submit through the Academic and Curricular Change Portal. For more information, contact:
Sandra Calver, Secretary, Planning & Priorities Committee of Council
c/o Office of the University Secretary
phone 2192;
email sandra.calver@usask.ca

Approved by Council January 2000; as revised November 2010



UNIVERSITY OF
SASKATCHEWAN

Office of the Dean
College of Education
28 Campus Drive
Saskatoon SK S7N 0X1

MEMORANDUM

TO: Dr. Lisa Kalynchuk

FROM: Michelle Prytula, Dean

DATE: January 29, 2015

I fully support the Indigenous Language Certificate as it is aligned with the University's mission as we recognize "the heritage of the peoples of our locale, and the diversity of our students" and "work to ensure that the cultures and perspectives of Indigenous peoples become core to the fabric of the University." The creation of this certificate will prove beneficial to both the college and the university.

/sle

Planning and Priorities Committee Summary Feedback regarding review of the Notice of Intent to create a Certificate of Proficiency in Indigenous Languages.

The NOI was reviewed at the February 4th meeting of the planning and priorities committee, and feedback provided as follows.

That the full program proposal should:

- Establish the rationale for offering a certificate program, rather than a degree, minor, etc.
- Clarify/state the dual aim of the certificate program: that it is intended to provide proficiency in language and proficiency in the teaching of that language;
- Provide surety of the resources available to support the program (including faculty/sessional lecturers) and speak to the priority of the program within the college.