APPENDICES

Executive Committee

Academic Standards, Curriculum & Pedagogy Committee

Senate Survey December 2 to December 9, 2019 : Principles Governing a Presidential Search

Q1 Is there a need for a review at this time of the existing Principles Governing a Presidential Search?

Answered: 81   Skipped: 0
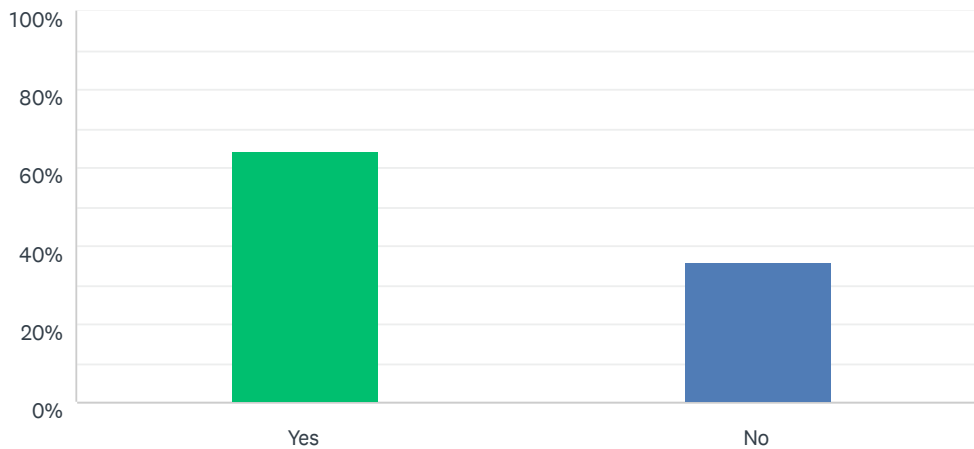
ANSWER CHOICES	RESPONSES	
Yes	64.20%	52
No	35.80%	29
TOTAL		81

York University

New Program Brief

for a Specialized Honours B.A. Program

in Speech and Language Sciences

Linguistics Section

Department of Languages, Literatures and Linguistics (LAPS)

Prepared by Susan Ehrlich

Date: August 2019

Note: New Course Proposals have not been included. The documentation is available upon request.

1.   **INTRODUCTION**

1.1 <u>Brief Statement of the Program Being Proposed</u>: The Linguistics Section in the Department of Languages, Literatures and Linguistics proposes to create a new Specialized Honours B.A. Program in Speech and Language Sciences. Within the context of North America, these kinds of programs are variously known as Speech and Language Sciences programs or Hearing and Speech Sciences programs or Communication Sciences and Disorders programs.

1.2 <u>Graduate Program Fields</u>: Not Applicable

1.3 <u>Brief Description of Method used in Development of Proposal</u>: The proposal was authored by Susan Ehrlich of the Linguistics Section in consultation with other faculty members in the Section. While student input was not directly solicited in the preparation of this proposal, the proposal is primarily the result of student need/demand that faculty members in the Linguistics Section have discerned over the last decade or so. The Notice of Intent for this program was submitted in November of 2013 and the development of a proposal authorized in March 2014. An earlier version of this proposal was discussed at the November 2017 meeting of the Faculty Council of Liberal Arts and Professional Studies.

1.4 <u>Faculty/Unit of the Program</u>: The new program will be housed in the Linguistics Section of the Department of Languages, Literatures and Linguistics, Faculty of Liberal Arts and Professional Studies.

2.   **GENERAL OBJECTIVES OF THE PROGRAM**

2.1 <u>General Objectives</u>: The Linguistics Undergraduate Program currently offers courses in linguistics leading to a B.A. (30 credits in Linguistics), Honours B.A. (42 credits in Linguistics), and Specialized Honours B.A. (54 credits in Linguistics) in Linguistics. The Linguistics Section is proposing the addition of a new program in Speech and Language Sciences, leading to a 57-credit Specialized Honours B.A. Degree. This program will provide students with an in-depth knowledge of the field of speech and language sciences and disorders and will also function as a pre-professional preparatory program for students who intend to pursue graduate work in speech-language pathology or audiology and/or graduate community college certificates in communicative disorders. The field of speech-language pathology involves research, diagnosis and treatment of speech, language and communication disorders; the field of audiology involves research, diagnosis and treatment of hearing impairments. Careers in both areas typically require an advanced degree (MA or MSc) and/or an advanced community college certificate (i.e., Ontario College Graduate Certificate). Most of the programs offering these advanced degrees/certificates require the completion of specific pre-requisite courses at the undergraduate level. Thus, in addition to offering students comprehensive training in the area of speech and language sciences and disorders, the new program is designed to facilitate the completion of the undergraduate pre-requisites necessary for admission to these advanced programs.

The current B.A. programs in Linguistics at York provide students with a solid foundation in the core areas of linguistics (e.g., phonetics, phonology, morphology, syntax, semantics) together with exposure to more interdisciplinary areas of linguistics such as neurolinguistics, psycholinguistics and sociolinguistics. The proposed program will provide students with this same foundational training in linguistics but will also investigate the connections between the theoretical study of language

and its clinical applications. That is, it will emphasize the basic scientific principles that underlie all human communication *in addition to* introducing students to research findings and clinical issues that pertain to disorders of speech, hearing and language.

2.2 <u>Alignment with University and Faculty Missions and Academic Plans</u>: This program will not only enhance the attractiveness of the Linguistics Section, the Department (DLLL), and that of the Faculty (LAPS) and University more generally, it will also advance the goals and priorities of the University. The Provost's White Paper (i.e., *Building a More Engaged University: Strategic Directions for York University 2010-2020*) prioritizes the expansion of teaching activities in the area of health sciences and in pre-professional programs. The proposed program does both of these things: it creates a specialized program in an area of health sciences not currently offered at York and provides pre-professional training for students interesting in pursuing advanced study in speech-language pathology or in audiology.

In addition, the proposed program will advance priorities set out in the strategic plan for LAPS (i.e., *A Strategic Plan for the Faculty of Liberal Arts and Professional Studies, 2010-2020: Making Choices for our Future*). As can be seen from the following strategic goals and principles, the LAPS *Strategic Plan* advocates the creation of a diverse array of programs that are innovative and interdisciplinary and that have significant opportunities for professional development and experiential education. The development of a new Specialized Honours B.A. program in Speech and Language Sciences will add to the diversity of the Faculty's programs, especially in the area of (pre-) professional development. Moreover, the program will be innovative and interdisciplinary in nature and will extend the opportunities for students to participate in learning opportunities outside of the conventional classroom.

The proposed program advances several goals articulated in *A Strategic Plan for the Faculty of Liberal Arts and Professional Studies, 2010-2020: Making Choices for our Future*:

Strategic Goal 3: Diverse, innovative, adaptive, disciplinary and interdisciplinary programs serving equally individual students and the greater community while fostering new knowledge.

Strategic Goal 4: Strong, flexible, mutually supportive ties with local and global communities.

3.   **NEED AND DEMAND**

3.1 <u>Similar Programs</u>: The new program we are proposing will offer an undergraduate degree (in English) that exists at only two other Canadian universities: Brock University and the University of British Columbia. The Department of Applied Linguistics at Brock University offers a four-year B.A. in both Speech and Language Sciences and in Hearing Sciences and the Department of Linguistics at the University of British Columbia offers a four-year B.A. with a major (and a minor) in Speech Sciences.[1] Thus, while there are currently seven Canadian M.A or M.Sc. programs in Speech-Language Pathology and/or Audiology offered in English (at University of Alberta, University of British Columbia, Dalhousie University, McGill University, McMaster University, University of Toronto, Western University), there are very few undergraduate programs of the type we are proposing. *If approved, then,*

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[1] The University of Montreal offers undergraduate degrees in both speech-language pathology and in audiology but these degrees can only be completed in French.

this program would be one of three in Canada, one of two in Ontario and the only one of its type in Toronto.

Comparable programs in the United States (at places like Boston University and the University of Delaware) have been extremely successful and at the University of British Columbia, where there is both a B.A. in Speech Sciences and a B.A. in Linguistics, I have been told by the Undergraduate Advisor, Linguistics that approximately two-thirds of their undergraduates are in Speech Sciences with the remainder in Linguistics. Thus, on the basis of the popularity of similar programs in both the U.S. and Canada, we have no doubt that our program would be very attractive to students wishing to pursue advanced study in speech-language pathology (and other areas—see below) and believe that *it would attract students to York who would otherwise not consider York for their undergraduate education.*

3.2 Need and Demand for the Proposed Program**:** Our predictions about the need/demand of this program are based upon the fact that many of our undergraduate students, currently enrolled in programs such as Linguistics, Psychology and Cognitive Science, are interested in applying to advanced programs in speech-language pathology or in audiology. As indicated above, these advanced programs (in Canada) include M.A. or M.Sc. programs at the University of Alberta, University of British Columbia, Dalhousie University, McGill University, McMaster University, University of Toronto and Western University. In addition, four Ontario community colleges (Durham, Georgian, Lambton, and St. Lawrence) offer an Ontario College Graduate Certificate for Communicative Disorders Assistants and these graduate certificate programs require either a college diploma or a university degree for admission.

At present, students interested in applying to these advanced programs must not only satisfy the requirements for their major programs at York, they must also be cognizant of, and take, the pre-requisites necessary for admission to these graduate programs/community college programs. The new degree will have the effect of consolidating these pre-requisites into a *single* program. This consolidation has a number of advantages. From a student enrolment point of view, the new program will streamline and simplify a course selection process that at present is often not well-understood by students seeking to pursue careers in speech-language pathology or audiology; in addition, students within the specialized program will be guaranteed access to the program's courses (through Course Access Specification (CAS) filters), which, in turn, will guarantee them access to the pre-requisites necessary for their advanced programs. From an academic point of view, the new program, especially through its core courses, will highlight the interconnection of the program's offerings—courses often taught from different disciplinary perspectives—and their respective contributions to the study of speech and language sciences and disorders. Not only will these core courses expose students to a coherent and integrated body of scholarship in the area, they will also introduce a disciplinary depth of study that is difficult to achieve now with a set of courses separated by disciplinary boundaries. Overall, then, the Speech and Language Sciences program will provide students with a more focused and tightly-structured degree than currently exists at York for students interested in speech, language and hearing disorders and, as such, graduates of the program are likely to be better positioned to gain admission to advanced programs in speech-language pathology and in audiology than is currently possible for York graduates.

Creating a program that satisfies the needs of many of our undergraduate students will also help to meet a growing social need for more speech-language pathologists, audiologists and communicative disorders

assistants. An aging population means that speech/language disorders associated with dementia and strokes are on the rise. And, among children, an increase in the diagnosis of autism means that more children require treatment for autism spectrum disorder—a disorder with a variety of communicative and linguistic symptoms.

Although the primary purpose of this program is to provide a streamlined course of study for students interested in careers in speech-language pathology and audiology, students who complete the program will have the qualifications to enter graduate programs in cognitive science, linguistics, neurolinguistics, and psychology. Moreover, with the skills students acquire in the analysis of speech, the more computationally-minded graduates of the program may also be able to pursue careers in speech recognition and synthesis.

4. PROGRAM CONTENT AND CURRICULUM

4.1 <u>Program Requirements</u>: The proposed 57-credit program is composed of existing courses offered by Linguistics, Psychology, and Kinesiology on a yearly basis (often with multiple sections) in addition to two new 3-credit courses in Linguistics that will function as core courses in the program. As speech and hearing are complex behaviours with physiological, acoustic, perceptual and linguistic characteristics, the new program will necessarily be interdisciplinary/cross-disciplinary in nature: students will be required to take courses in linguistics, psychology, and anatomy and physiology.

In requiring the courses listed below, our intention, as noted above, is to include courses that are pre-requisites for admission to speech-language pathology programs/graduate community college programs in Canada. For example, in addition to requiring a number of linguistics courses of incoming students, all Canadian M.A./M.Sc. programs in speech-language pathology require a first-level statistics course, a developmental psychology course, a human physiology course and a human anatomy course. And, these are among the required courses in the proposed program. There are some speech-language pathology M.A./M.Sc. programs, however, that have as pre-requisites a few courses not included in the list below. For example, University of Toronto and UBC both require a course in research methods (such as HH/PSYC 2030 3.0); the University of Alberta requires a course in neuroanatomy or neuropsychology (such as HH/KINE 3650 3.0) and, beginning in 2019, a course in Indigenous Canadian history (such as AP/HIST 3546 6.0); and, some programs require a statistics course that covers topics only covered in the second-level York statistics course (HH/PSYC 2030 3.0).

It seems clear that it would be impossible to include all the pre-requisites for all Canadian speech-language pathology programs among the required courses in the proposed program. What we propose instead is mandatory advising for all incoming students to the program so that their course selection, especially of electives, can be tailored to their specific aspirations and goals. There is a dedicated Undergraduate Program Director (UPD) in Linguistics and this person would be able to help students design their individual programs, including the selection of elective courses, in light of the specific requirements of speech-language pathology and audiology programs in Canada as well as better-known programs in the United States. More generally, this mandatory advising would provide students with information about the *various* advanced degrees (e.g., Ontario College Graduate Certificate in communicative disorders; M.A./M.Sc. in speech-language pathology or audiology) and career options (e.g., in speech-language pathology; in speech synthesis and recognition) available to graduates of the program and how their own course selections should be made with these options in mind.

4.2 <u>List of Required Courses</u> (See Appendix A for short course descriptions; see also New Course Proposals.):

Course Number	Course Title	Typical Frequency of Offering [times/year]
AP/LING 1000 6.0	Introduction to Linguistics	4
AP/LING 2110 3.0	Phonetics	2
AP/LING 2120 3.0	Phonology 1	1
AP/LING 2130 3.0	Morphology 1	1
AP/LING 2140 3.0	Syntax 1	1
AP/LING 2200 3.0	Introduction to Speech and Language Sciences	New course – 1
HH/PSYC 2021 3.0	Statistical Methods 1	8
HH/PSYC 2110 3.0	Developmental Psychology	6
HH/KINE 2011 3.0	Human Physiology 1	2
HH/KINE 2031 3.0	Human Anatomy[2]	2
AP/LING 3120 3.0 *OR* AP/LING 3140 3.0	Phonology 2 *OR* Syntax 2	1 1
AP/LING 3160 3.0	Discourse Analysis	1
AP/LING 3210 3.0	First Language Acquisition	1
AP/LING 3220 3.0	Psycholinguistics	3
AP/LING 4220 3.0	Acoustic Phonetics	1
AP/LING 4230 3.0	Language and the Brain	1
AP/LING 4260 3.0	Communication Disorders: Research and Clinical Perspectives	New course – 1
AP/LING 4XXX 3.0	Three credits in any other AP/LING 4000-level course	1 time for each

4.3 <u>Class Sizes</u>: Class sizes in linguistics courses are as follows: the first-year introductory course has 4 sections yearly, each with maximum enrolments of between 75 and 150 students. The second-year linguistics courses required for the program each have maximum enrolments of 75 students; the third-year required linguistics courses, maximum enrolments of between 50 and 70 students; and the fourth-year required linguistics courses, maximum enrolments of 25 students. Admission to the Specialized Honours B.A. program will be initially restricted to a maximum of between 20 and 25 students a year. Accordingly, spots will be reserved in the required linguistics courses for Speech and Language Sciences majors, including the new second-year core course (with a maximum enrolment of 40 students) and the new fourth-year core course (with a maximum enrolment of 25 students). Enrolment in the fourth-year core course will be restricted to students in the Speech and Language Sciences program. As is necessary, new sections of the other two fourth-year linguistics courses required for the degree will be added according to enrolment pressure.

Class sizes in the psychology courses and in the anatomy and physiology courses required for the degree are significantly larger than in the linguistics courses—they have sections with maximum enrolments of between 100 and 500 students. The UPD of Psychology has written a letter supporting this proposal and indicating that the Psychology Department can accommodate our students in the psychology courses required for the degree in Speech and Language Sciences. The UPD of Kinesiology has also written a letter supporting this proposal; he indicates that the kinesiology courses required for the Speech and

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[2] Course substitutes for the human physiology and the human anatomy requirements (i.e., HH/KINE 2011 3.0 and HH/KINE 2031 3.0) include HH/IHST 1001 3.0 (Human Anatomy and Physiology I) and HH/IHST 1002 3.0 (Human Anatomy and Physiology II) OR SC/NATS 1650 6.0 (Human Anatomy for the Fine Arts). See Appendix B for Calendar Copy and a list of course substitutes.

Language Sciences degree typically run at full capacity in the Fall/Winter but that accommodating our students in the Summer term (when the courses also run) is possible. (For example, in Summer 2019, HH/KINE 2011 3.0 was capped at 308 and had an enrolment of 188, that is, it had ample space for additional students.) Global Health mounts two courses that are course credit exclusions for the kinesiology courses (meaning they can be substituted without compromising the achievement of learning outcomes): HH/IHST 1001 3.0 (Human Anatomy and Physiology I) and HH/IHST 1002 3.0 (Human Anatomy and Physiology II). The UPD of Global Health has indicated in her letter of support that the Department of Global Health can accommodate 10 of our students per year in these courses. Thus, we are confident that between the two programs (Kinesiology and Global Health), our 20-25 students per year will be guaranteed seats in the anatomy and physiology courses required for the degree in Speech and Language Sciences. SC/NATS 1650 6.0 (Human Anatomy for the Fine Arts) is also a substitution option for the physiology and anatomy requirements of the program.

4.4 Calendar Copy: See Appendix B for program requirements as they will appear in the Undergraduate Calendar.

5. **PROGRAM STRUCTURE, LEARNING OUTCOMES AND ASSESSMENT**

5.1 Program Learning Outcomes: As noted above, the new degree program in Speech and Language Sciences will provide students with foundational training in linguistics in addition to introducing students to research findings and clinical issues that pertain to disorders of speech, hearing and language. Thus, the program learning outcomes outlined below include many which have already been established for the Linguistics Program's Degree-Level Expectations in addition to others that are connected to students' exposure to research findings and clinical issues in speech and language sciences and their implications for the assessment and treatment of communication disorders in children and adults. These latter kinds of program learning outcomes will be supported primarily (but not exclusively) by the two new core courses in the program—Introduction to Speech and Language Sciences (LING 2200 3.0) and Communication Disorders: Research and Clinical Perspectives (LING 4260 3.0).

5.2 Achievement of Program Learning Objectives: Mapping of the Program Requirements onto Program Learning Objectives (PLOs): The tables below provide a mapping of the program's required curriculum onto the PLOs. As can be seen, the required linguistics courses in the program support learning outcomes that are connected to the foundational training in linguistics the program provides, for example, the development of skills and methods necessary to analyze linguistic data, including linguistic phenomena associated with disorders of speech, hearing and language. The two required psychology courses in the program support the development of research skills and methods that are crucial to students' ability to assess and evaluate research findings in the area of speech and language sciences and disorders and to design their own research projects in the area. The required courses in anatomy and physiology support learning outcomes connected to students' understanding of the anatomical and physiological basis of speech and hearing and, by extension, speech and hearing disorders. As noted above, the two core courses in the program—Introduction to Speech and Language Sciences (LING 2200 3.0) and Communication Disorders: Research and Clinical Perspectives (LING 4260 3.0)—will be crucial in highlighting the interconnection of the program's courses (given that they are taught from different disciplinary perspectives) and their respective contributions to the field of speech and language sciences and disorders.

In the final year of the program, students will be required to take 12 fourth-year credits in the program: Acoustic Phonetics (LING 4220 3.0), Language and the Brain (LING 4230 3.0), Communication Disorders: Research and Clinical Perspectives (LING 4260 3.0) and one other 3-credit fourth year LING course of the student's choice. In keeping with the design of the program, these courses support learning outcomes that are connected both to the foundational training in linguistics the program provides and to research findings and clinical issues in speech and language sciences and disorders. For example, Acoustic Phonetics (LING 4220 3.0) and Language and the Brain (LING 4230 3.0) provide advanced training in linguistics topics that are of particular relevance to speech and language sciences and disorders: Acoustic Phonetics focuses on acoustic-phonetic aspects of speech and their relation to speech perception and recognition; Language and the Brain focuses on the relationship between the human brain and the comprehension, production and acquisition of language, including how brain injuries can result in various kinds of communicative disorders. The fourth-year core course in the program—Communication Disorders: Research and Clinical Perspectives (LING 4260 3.0)—also focuses on various kinds of communicative disorders; however, it approaches the disorders from a more clinical perspective, considering the implications of research findings for the assessment and treatment of speech, language and hearing disorders. As the capstone course in the program, this course requires students to consolidate the theoretical knowledge they have gained throughout the program and to apply it to the 'real world' issues encountered by speech-language pathologists, communicative disorders assistants and audiologists.

	Graduates are expected to:	LING 1000 6.0	LING 2110 3.0	LING 2120 3.0	LING2130 3.0	LING 2140 3.0	LING 2200 3.0	PSYC 2021 3.0	PSYC 2110 3.0	KINE 2011 3.0	KINE 2031 3.0	LING 3120 3.0 OR LING3140 3.0	LING 3160 3.0	LING 3210 3.0	LING 3220 3.0	LING 4220 3.0	LING 4230 3.0	LING 4260 3.0	LING 4XXX 3.0
Depth and Breadth of Knowledge	• Understand the systematic nature of language based on exposure to a wide variety of the world's languages	X	X	X	X	X						X	X	X		X	X		X
	• Grasp the central analytic concepts in core areas of linguistics, including phonetics, phonology, morphology and syntax	X	X	X	X	X						X	X	X		X	X		X
	• Explain the relationship between aspects of language structure and social and cognitive dimensions of language use	X											X	X	X	X	X		
	• Understand the development of language in normal populations and how this development can 'break down' in various speech, language and hearing disorders	X					X		X				X	X	X	X	X	X	
	• Apply knowledge of the key concepts, methodologies, and theoretical approaches that comprise the field of speech and language sciences		X				X		X	X	X						X	X	
	• Interpret research findings and clinical issues related to speech, language and hearing disorders						X	X	X	X	X						X	X	

Knowledge of Methodologies																			
Identify and describe the empirical patterns found in sets of language data	X	X	X	X	X						X	X	X	X	X	X		X
Construct analyses of language data, including language data from abnormal populations, by formulating, testing and refining hypotheses	X	X	X	X	X	X					X	X	X	X	X	X	X	
Articulate the qualitative and quantitative research methods used to investigate speech, language and hearing disorders						X	X	X	X	X		X	X	X	X	X		
Evaluate the appropriateness of different research methods used to investigate speech, language and hearing disorders						X	X	X	X	X		X	X	X	X	X		
Design qualitative and quantitative research projects in order to investigate speech, language and hearing disorders							X	X	X	X		X	X	X	X	X		
Consider the ethics and ethical protocols involved in research with human participants								X	X	X		X	X	X	X	X		

Application of Knowledge																			
Application of Knowledge	• Apply knowledge of concepts from linguistics to language data, including language data from abnormal populations	X	X	X	X	X	X					X	X	X	X	X	X	X	X
	• Apply knowledge of concepts from linguistics and speech and language sciences to clinical practices	X	X	X	X	X	X					X	X	X	X	X	X	X	X
	• Apply research to clinical practices in relation to specific disorders of speech, language and hearing						X											X	X	
	• Examine clinical experiences in order to establish new perspectives on research in speech and language sciences and disorders																	X	X	

Communication Skills		C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18
Communication Skills	• Express complex information, ideas and analyses with accuracy and clarity both orally and in writing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	• Express arguments for particular analyses of language data in a clear and coherent way, citing appropriate evidence	X	X	X	X	X	X					X	X	X	X	X	X	X	X
	• Synthesize and critically evaluate scholarly articles in speech and language sciences and disorders both orally and in writing																X	X	
	• Synthesize and analyze information and arguments effectively and accurately, both orally and in writing, to audiences in both academic and clinical contexts	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Awareness of Limits of Knowledge	• Reflect critically on analyses and evidence cited in support of analyses	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	• Explain the ever-evolving nature of ideas and theories as well as the need to reflect critically upon such ideas and theories	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	• Reflect critically on research and clinical practices in speech and language sciences and disorders						X	X	X	X	X						X	X	

Autonomy and Professional Capacity																			
• Work independently and collaboratively	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• Manage one's own learning in changing circumstances both within and outside the discipline/profession	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• Consider the ethical and social responsibilities of health care professionals, especially when working with vulnerable populations																	X	
• Determine and apply best professional practices for communicative disorders assistants, speech/language pathologists and audiologists																	X	

5.3 Methods for Assessing Student Achievement: In order to provide students with the analytic skills necessary to analyze linguistic data, including linguistic phenomena associated with speech, language and hearing disorders, the vast majority of the linguistics courses in the new program require students to solve problems involving linguistic data in a way that makes concrete the theoretical principles and concepts being studied. In low-level courses, these data are provided and designed by instructors in ways that facilitate the uncovering of the specific principles and concepts under examination; in higher-level courses, students are often required to engage in original research by analyzing data that they have themselves collected (e.g., from participant observation, from interviews, from case studies, from published grammars, from online corpora, etc.). Many of these courses are also enhanced by the use of technology; for example, in Introduction to Speech and Language Sciences (LING 2200 3.0) and Acoustic Phonetics (LING 4220 3.0), research methodologies for the analysis of speech, including instrumental techniques such as Praat, ultra-sound and eye-tracking, are demonstrated in class and students gain 'hands-on' experience in using them. The variety of teaching activities/assignments used to instil these kinds of 'linguistic analytic' skills in students are also used in assessing the successful acquisition of the skills, and, in particular, students' ability to transfer the skills they have gained to real-world contexts and situations. Beyond the kinds of activities and assignments that may be particular to the analysis of linguistic data, more conventional means of teaching and assessing students' skills are also used in the courses required in the program, such as assignments that require students to synthesize and critically evaluate scholarly work, to assess and evaluate research findings, to design research projects, etc. See Appendix C for detailed map of course level assessments.

5.4 Documentation of Levels of Performance: Program learning outcomes have been designed to align with the Ontario Degree Level Expectations framework and mapped to courses with appropriate methods of assessment. York's Common Grading Scheme for Undergraduate Faculties (http://secretariat-policies.info.yorku.ca/policies/common-grading-scheme-for-undergraduate-faculties/) provides a rubric for levels of achievement, and in keeping with that rubric, students must maintain a minimum cumulative grade point average of 5.00 (C+) as well as at least a 6.00 (B) average in all 57 speech and language sciences credits in order to remain in the program. Student progress is tracked through the Registrar's Office and reviewed annually by the UPD, Linguistics. All students receive advising, including those whose progress does not meet program requirements. The fourth-year level capstone course synthesizes the program learning outcomes, requiring students to consolidate the theoretical knowledge they have gained throughout the program and to apply it to the 'real world' issues encountered by speech-language pathologists, communicative disorders assistants and audiologists. Annual feedback based on student and instructor experience in this course and other fourth-year courses will be used to ensure that the appropriate learning outcomes have been articulated and achieved in earlier years and that the program prepares students well for their chosen post-program pathway.

The UPD, Linguistics will have responsibility for reviewing course outlines on an annual basis to ensure that learning outcomes and methods of assessment are communicated clearly to students and that they remain felicitous to the program curriculum map. This oversight will be particularly important with the fourth-year required capstone course, as we plan to have this course taught by a practicing speech-language pathologist from outside of York (a CUPE-exempt position). In accordance with the York University Quality Assurance Protocol, the program will undergo a Cyclical Program Review (CPR) no

less than every eight years, and an extensive student survey or focus group interviews (designed by the Institute for Social Research) is undertaken. Senior members of the academic administration review outcomes of student course evaluations and the results of one questionnaire (the Core Institutional Questionnaire) are made available to students as well as program administrators. Given how closely related this program is to other undergraduate programs offered by the Linguistics Section, the proposed program's program review will be aligned with the others and the next review after this program begins is scheduled to launch in Fall 2027. At this point, complete information will not be available, but we will be able to gain some insight as to the effectiveness of learning outcomes in the earlier years. Plans are underway in the Office of the Vice Provost Academic and with the Teaching Commons to develop resources for programs to undertake, on an annual basis, a meta-analysis of aspects of the achievement of learning outcomes, the results of which will, along with the CPR, inform decision-making and program improvements. Plans are also underway to develop an institutional approach to soliciting perspectives of graduates at the level of program. Both initiatives will be in place before the first cohort of students has graduated.

5.5 Graduate Programs: Not Applicable

5.6 Modes of Delivery: All of the linguistics courses in the new program use a combination of lectures, discussion and small-group activities in achieving their learning outcomes. Lectures expose students to theoretical and analytic concepts, research findings and research methodologies while discussions and small-group activities allow students to apply the knowledge gained from lectures. For example, small group activities can involve the analysis of linguistic data, the use of research methodologies in the analysis of speech, the analysis of case studies of specific communication disorders and a consideration of the implications of such analyses for assessment and treatment, etc.

5.7 Experiential Learning Component: As noted above, the capstone course in the program, Communication Disorders: Research and Clinical Perspectives (LING 4260 3.0), is meant to help students apply the knowledge and skills they have acquired in the program to the 'real world' issues encountered by speech-language pathologists, communicative disorders assistants and audiologists. The course will be taught by a practicing speech-language pathologist (a CUPE-exempt position) and we will consult with experts in the area in order to insure we find an instructor who has up-to-date knowledge of the field. We anticipate that the final research project (and perhaps other assignments) will require students to work with individuals who have speech-language or hearing disorders.

Successful applicants to advanced degree programs in speech-language pathology and audiology typically have volunteer experience in a communications disorders setting and indeed some programs even require this kind of volunteer experience for admission. For example, the McGill speech-language pathology program requires a minimum of 14 hours experience in a communications disorders setting for admission to its program. Our experience is that students who are highly motivated to enter advanced programs in speech-language pathology or audiology generally find these volunteer opportunities on their own. However, in order to support these efforts, we will work with the Experiential Education (EE) Office in LAPS in order to develop systematic strategies for helping students find these kinds of experiential education opportunities. (See letter of support from Melanie Belore, Associate Director, Experiential Education, LAPS.) While we will rely on the expertise of the EE office in the development of specific strategies, we can no doubt take advantage of our own contacts among clinicians in the speech-language and audiology communities within Toronto (e.g.,

alumni of the Linguistics Program at York who have gone on to advanced programs in these areas) in providing students with information on potential internships/unpaid placements/volunteer opportunities and in fostering stronger connections with clinicians. Once the program has been approved, we will turn our attention to the development of a three-credit elective course designed to support program learning outcomes that can be advanced through volunteer work and/or structured placements.

6. ADMISSION REQUIREMENTS

6.1 <u>Description of Program Admission Requirements</u>: The admission requirements for our current degree programs in Linguistics are as follows:

- Ontario Secondary School Diploma (OSSD)
- ENG4U
- And five additional 4U or M courses
  To gain admission to this program, your academic average should be in the mid-70s.

We are proposing somewhat more stringent admission requirements for this new program; specifically, we are proposing to add a high school mathematics course to the requirements and will require a higher grade point average than currently exists for admission to any of our degree programs. The rationale for these increased entry requirements is apparent in the program learning objectives. The new program will not only provide students with the foundational training in linguistics that students who graduate from our Linguistics degree programs receive, it will also introduce students to research findings, research methods and clinical issues pertaining to disorders of speech, hearing and language. As such, students will be expected to understand and evaluate both qualitative and quantitative research methods and findings in the field of speech and language sciences and disorders as well as design their own qualitative and quantitative research projects. They will also be expected to apply their knowledge of these research methods and research findings to clinical practices.

These more stringent admission requirements, relative to our current degree programs, are also motivated by how competitive admission is to Canadian M.A/M.Sc. programs in speech-language pathology and audiology. If admission requirements to the proposed program were less rigorous, we would run the risk of creating false hopes for students who will no doubt enter the program with the expectation that they will be admitted to one of these programs. Even with these somewhat more stringent requirements, the mandatory advising that incoming students receive will also be used to help students be realistic about the various options available to graduates of the program.

The admission requirements for the new program in Speech and Language Sciences are as follows:

- Ontario Secondary School Diploma (OSSD)
- ENG4U
- 4U math
- And four additional 4U or M courses
  To gain admission to this program, your academic average should be in the low 80s.

Students who do not meet the high school mathematics requirement for the new program will be evaluated on a case-by-case basis and may be required to take a lower-level mathematics course in their first year at York.

Students currently enrolled in another York University degree program may transfer to the new program provided they have a cumulative grade point average of at least a 6.00 (B) average and a minimum grade of B in LING 1000 6.0.

6.2 <u>Alternative Requirements</u>: Not Applicable

7.   **RESOURCES**

7.1 <u>Resources Necessary to Implement/Sustain the Program and Areas of Faculty Strength/Expertise</u>: As indicated above, the proposed 57-credit program is composed of existing courses offered on a yearly basis (often with multiple sections) in Linguistics, Psychology, and Kinesiology in addition to two new three-credit courses in Linguistics that will function as core courses in the program. The new second-year core course will be offered using existing resources (i.e., it will be included among the 24 second-year credits currently offered on a yearly basis by Linguistics). Thus, the primary resource implication of the new program will be the net addition of one three-credit course in order that the new fourth-year core course can be mounted.

There are three full-time faculty members in the Linguistics Section who specialize in areas closely-aligned with speech and language sciences and who will be responsible for teaching most of the courses in the new program: Liisa Duncan, Emily Elfner and Chandan Nararyan. Both Liisa Duncan and Emily Elfner specialize in phonetics and phonology; Chandan Narayan specializes in speech processing and perception, acoustic phonetics, language acquisition and psycholinguistics. All three could teach the new second-year core course. While these three faculty members will constitute the core of the teaching faculty in the new program, there are a wide range of Linguistics courses required for the degree and, consequently, all full-time faculty members will be involved in the new program to some extent. For example, a number of full-time faculty members teach the introductory linguistics course in our program (Liisa Duncan, Susan Ehrlich and Ruth King); Gabriela Alboiu and sometimes Ruth King teach courses in syntax; and Susan Ehrlich and Philipp Angermeyer teach the course in discourse analysis.

The full-time faculty members, along with their areas of specialization, are listed in the table below:

Faculty Name and Rank	Home Unit	Area(s) of Specialization
Gabriela Alboiu, Associate Professor	Linguistics, DLLL	Syntactic Theory, Morphosyntax, Syntax-Semantics Interface
Philipp Angermeyer, Associate Professor	Linguistics, DLLL	Sociolinguistics, Language Contact, Discourse Analysis, Language & the Law
Peter Avery, Associate Professor[3]	Linguistics, DLLL	Phonological Theory, Phonetics-Phonology Interface, Second Language Acquisition & Acquisition of Phonology
Liisa Duncan, Assistant Professor	Linguistics, DLLL	Phonological Theory, Phonetics, Phonetics-Phonology Interface
Susan Ehrlich, Professor	Linguistics, DLLL	Discourse Analysis, Language, Gender & Sexuality, Language & the Law
Emily Elfner, Assistant Professor	Linguistics, DLLL	Phonological Theory, Phonetics, Phonology-Syntax Interface
Ruth King, Professor	Linguistics, DLLL	Sociolinguistics, Language Contact, Microvariation in Syntax
Chandan Narayan, Associate Professor	Linguistics, DLLL	Speech Processing and Perception, Acoustic Phonetics, Language Acquisition, Psycholinguistics

7.2 Contract Faculty: Some of the lower-level courses required for the degree are at times taught by one of our long-serving contract faculty members, Tom Wilson, a specialist in phonology. No retired faculty members will be involved in the program. As noted above, our fourth-year capstone course will be taught by a practicing speech-language pathologist (a CUPE-exempt position).

7.3/.4 Laboratory Facilities/Equipment: Students in the Speech and Language Sciences Program will require access to computer workstations that have specific software (e.g., Matlab, Praat, Eprime, Psychopy, SPSS, R) and preinstalled data sets for class assignments and projects. Such computer workstations are available for Departmental (DLLL) use in the Multi-Media Language Centre (MLC). (Professor Chandan Narayan has a small laboratory space for his research projects but the space only has three computer workstations, generally used for his own experiments.) The MLC also has a sound-proofed booth, which will provide students with critically important experience in the methods of speech data collection. While the current equipment, computer and software resources are sufficient for

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[3] Peter Avery is currently Associate Dean, Students (LAPS) and thus not teaching. He has two sabbaticals following his term as Associate Dean and may retire after that.

mounting the new program, there is some possibility that the MLC will undergo extensive renovations over the next few years and I have discussed with Jennifer Ankrett (Executive Director, Strategy and Administration, LAPS) the possibility of a state-of-the-art phonetics lab being included in these renovations. In addition, as the program develops over the next five years, the Linguistics Section hopes to secure funding (external or internal) in order to enhance students' ability to conduct independent research using advanced techniques of speech data collection. This could involve purchasing an Ultra Sound Imaging Machine and an ERP (Event-Related Potential) Machine.

7.5 <u>Academic Supports and Services</u>: Most of the software required for speech analysis has open-source access or York has purchased an institutional license for the software.

7.6 <u>Graduate Programs</u>: Not applicable.

7.7 <u>Class Sizes</u>: See Section 4.3.

8.   ENROLMENT PROJECTIONS

8.1 <u>Projected Intake and Steady-State Enrolment Target</u>: It is anticipated that the program will accept between 20 and 25 students per year, beginning in the fall of 2021-22. The steady-state enrolment target of between 80 and 100 students will be reached three years later in 2024-25.

Projected Enrollments					
Student Status	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Enrolment	20-25	40-50	60-75	80-100	80-100
Complete the Program				20-25	20-25
Enter Professional Programs				18-20	18-20

Appendix A: Short Course Descriptions

LING Required Courses:

AP/LING 1000 6.0 Introduction to Linguistics

Examines fundamental principles of language structure and interpretation. The focus is on the core areas, specifically, phonology, morphology, and syntax, but a brief survey of phonetics, semantics, language acquisition, historical linguistics, and language variation is also offered. Data and analytic exercises from a wide range of the world's languages is used for illustration.

AP/LING 2110 3.0 Phonetics

Discusses the anatomical and physiological bases of the production of speech sounds and introduces a wide range of sound types from a variety of human languages. Students receive ear-training in the discrimination of speech-sounds and instruction and practice in making and transcribing these sounds. An introduction to the physical (acoustic) properties of speech sounds is also given.

AP/LING 2120 3.0 Phonology 1: Analysis

Provides students with the opportunity to develop the analytical skills necessary for more advanced phonological work. Emphasis throughout is on practical analysis and argumentation, drawing on data from a wide variety of languages.

AP/LING 2130 3.0 Morphology 1: Analysis

This course provides an introduction to the nature and organization of morphological patterns in human languages. Students are exposed to a range of cross-linguistic data, with emphasis being placed on how morphological theory accounts for these data.

AP/LING 2140 3.0 Syntax 1: Analysis

This course provides an introduction to the nature and organization of morphological patterns in human languages. Students are exposed to a range of cross-linguistic data, with emphasis being placed on how morphological theory accounts for these data.

AP/LING 3120 3.0 Phonology 2: Theory

This course builds on the skills acquired in AP/LING 2120 3.00. Students will continue with problem sets from a variety of languages, while being introduced to key issues in current phonological theory.

AP/LING 3140 3.0 Syntax 2: Theory

Focuses on core aspects of syntactic theory from a Minimalist perspective. Concepts covered in AP/LING 2140 3.00 are assumed throughout. Topics discussed include argument structure, VP shells, properties of functional categories, Case theory, head and XP movement, and DP structure, among others.

AP/LING 3160 3.0 Discourse Analysis

An introduction to the analysis of spoken and written texts in context. Issues examined include: the relation between linguistic form and function; the relation between text and context; and the question of 'textuality' (distinguishing a randomly-ordered set of sentences from a coherent 'text'). Approaches to discourse analysis covered include speech act theory, interactional sociolinguistics, critical discourse analysis and conversation analysis.

AP/LING 3210 3.0 First Language Acquisition

Provides an introduction to children's acquisition of linguistic knowledge, including lexical, morphological, phonological, syntactic, and pragmatic development, and familiarizes students with fundamental issues in current theoretical models of language acquisition.

AP/LING 3220 3.0 Psycholinguistics

A survey of psycholinguistic research and theory. Topics chosen from the following: introduction to language structure, biological basis for language, speech perception, sentence processing, speech production, relation of language and thought, language acquisition and atypical language.

AP/LING 4220 3.0 Acoustic Phonetics

An investigation of acoustic-phonetic aspects of speech and their relation to speech perception and recognition. Practical experience in techniques of acoustic-phonetic research.

AP/LING 4230 3.0 Language and the Brain

Focuses on the relationship between the human brain and comprehension, production, and acquisition of language. It surveys a variety of language disorders, such as aphasia, delayed language development, dyslexia and language dissolution in old age.

4000-level LING Electives:

AP/LING 4060 3.0 Canadian English

Provides an overview of the history, linguistic structure, and sociolinguistics of English as spoken in Canada. Topics include: the roots of Canadian English; phonetic and grammatical characteristics; differences from other Englishes; regional variation; and issues in current sociolinguistics variation and change, with specific focus on Toronto.

AP/LING 4120 3.0 Advanced Phonology

Concentrates on recent advances in phonological theory within a generative framework. Specific topics include constraint- vs. rule-based approaches to phonology, segmental representation, markedness, and the relation between phonetics and phonology.

Integrated with: GS/LING 5120 3.00.

AP/LING 4140 3.0 Advanced Syntax

This course aims at providing students with an in-depth understanding of the interaction between theoretical assumptions, analysis and data in syntax. The course concentrates primarily on Minimalist approaches to raising and control, PRO, Case features, (wh)-operators, and phases. Involves primary literature.

Integrated with: GS/LING 5140 3.00.

AP/LING 4150 3.0 Topics in Syntax-Semantics Interface

Explores issues at the syntax-semantics interface. Topics include quantificational structures, LF movement, events and aspect types, the interaction between Case, telicity and syntactic versus semantic arguments, and structural encodings of discourse related properties such as topic-comment, theme-rheme, and focus-presupposition structures in various languages. Involves primary literature.

Integrated with: GS/LING 5150 3.00.

AP/LING 4240 3.0 Issues in Second Language Acquisition

An examination of the relationship between linguistic theory and second language acquisition including the nature of second language learners' linguistic representations from both linguistic and neurolinguistic perspectives, the role of universal grammar, and elicitation and interpretation of second language data.

AP/LING 4250 3.0 Evolution of Language

Drawing on comparisons of various non-human communication systems with human language, this course examines the evolution of human language. Different theoretical approaches to the structure of human language and the interrelation of various components of the linguistic system are considered.

 AP/LING 4350 3.0 Pidgins and Creoles

Pidgins and Creoles are languages that develop from contact between groups of people who have no common means of communication. This course examines the historical and social circumstances in which these languages, their linguistic characteristics and their relevance to linguistic theory. Integrated with: GS/LING 5350 3.00.

AP/LING 4400 3.0 Sociolinguistic Research

This course is a practical introduction to sociolinguistic research, including methods of data collection and quantitative analysis. Students gain experience in all stages of sociolinguistic research and write an original research paper.

Integrated with: GS/LING 5400 3.00.

AP/LING 4440 3.0 Syntactic Change

This course deals with morphosyntactic change from a broadly generative perspective. It focuses on large-scale changes, changes resulting in dialectal variation, and changes in progress. Both language-internal and language-external mechanisms by which change takes place are considered. Integrated with: AP/LING 5440 3.00.

Required Courses Offered in Health:

HH/PSYC 2021 3.0 Statistical Methods I

The fundamental concepts and application of descriptive statistics. An introduction to probability and inferential statistics, including hypothesis testing with the normal- and t-distributions.

HH/PSYC 2110 3.0 Developmental Psychology

This course considers physical, intellectual, emotional and social development from birth through adolescence and the impact of the interaction of these various aspects of development upon the individual as a whole.

HH/KINE 2011 3.0 Human Physiology I

The focus of this course is cellular basis of physiology from the sub-cellular to cellular components to organs including the functions and the mechanisms of function. The course covers fundamental cell science, cell physiology, plasma membrane potentials, muscle physiology, neuron pathways, blood and components, and basic immunology.

HH/KINE 2031 3.0 Human Anatomy

An overview of the organization and structure of the human body. Each of the following systems is examined with respect to cell morphology, cell and tissue arrangement and inter-systems organization: skeletal, muscular, nervous, circulatory, lymphatic, respiratory, urinary, reproductive and endocrine.

HH/IHST 1001 3.0 Anatomy & Physiology for Human Health I

This course examines human anatomy and physiology with a focus on health and disease in the body as a whole as well as each body system. Students examine how the different body systems work together to maintain homeostasis and how the systems react when homeostasis is disrupted by disease.

HH/IHST 1002 3.0 Anatomy & Physiology for Human Health II

This course examines human anatomy and physiology with a focus on health and disease in the body as a whole as well as each body system. Students examine how the different body systems work together to maintain homeostasis and how the systems react when homeostasis is disrupted by disease.

Appendix B: Undergraduate Calendar Changes

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
The Department of Languages, Literatures and Linguistics offers courses in linguistics leading to BA and Honours BA degrees, with 30-credit, 42-credit and 54-credit major concentrations.	The Department of Languages, Literatures and Linguistics offers courses in linguistics leading to BA and Honours BA degrees, with 30-credit, 42-credit and 54-credit major concentrations. The Department also offers a 57-credit Honours BA degree in Speech and Language Sciences, which provides pre-professional training for students who are interested in applying to graduate programs in speech-language pathology or audiology and/or to community college certificate programs in communicative disorders.
Linguistics is the scientific study of natural language organization. It concerns itself with discovering the universal principles of human language and applying these principles to provide systematic descriptions of individual languages. To this purpose, linguists investigate sound and word patterns, sentence structure, language usage and change, the acquisition of first and second languages, as well as the relationship between language and the mind and language and society.	Linguistics is the scientific study of natural language organization. It concerns itself with discovering the universal principles of human language and applying these principles to provide systematic descriptions of individual languages. To this purpose, linguists investigate sound and word patterns, sentence structure, language usage and change, the acquisition of first and second languages, as well as the relationship between language and the mind and language and society.
Because language mediates virtually all forms of human endeavour, the study of linguistics can provide new perspectives on almost every aspect of the humanities and social sciences. In addition, it has applications to primary and secondary education, speech-language pathology and the applied sciences of communication engineering and computer science.	Because language mediates virtually all forms of human endeavour, the study of linguistics can provide new perspectives on almost every aspect of the humanities and social sciences. In addition, it has applications to primary and secondary education, speech-language pathology and the applied sciences of communication engineering and computer science.
In any of the programs described below, a student taking both AP/LING 1000 6.00 and AP/LING 2060 6.00 will be required to complete an additional three credits in linguistics to satisfy the linguistics component of the degree.	In any of the programs described below, a student taking both AP/LING 1000 6.00 and AP/LING 2060 6.00 will be required to complete an additional three credits in linguistics to satisfy the linguistics component of the degree.
Specialized Honours BA: 120 Credits	Specialized Honours BA: 120 Credits
Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.	SPEECH AND LANGUAGE SCIENCES
Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.	The Linguistics program offers a limited enrolment Specialized Honours BA program in Speech and Language Sciences. Continuation in, and graduation from, the program requires that students maintain a cumulative grade point average of 5.00 (C+) as well as at least a 6.00 (B) average in all 57 speech and language science credits.
General education: a minimum of 21 general education credits as follows:	
• 6.00 credits in natural science (NATS)	

- a 9.00 credit approved general education course in the social science or humanities categories
- a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken

Major credits: students will take at least 54 credits in linguistics, including:

- AP/LING 1000 6.00;
- AP/LING 2110 3.00;
- AP/LING 2120 3.00;
- AP/LING 2130 3.00;
- AP/LING 2140 3.00;
- AP/LING 3120 3.00;
- AP/LING 3140 3.00;
- 30 additional credits in linguistics (LING), including at least 12 credits at the 4000 level.

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: at least 18 credits.

Because of limited space, admission is not guaranteed for all students who meet the minimum requirements. For more information regarding application information, please contact the Linguistics Section.

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.

General education: a minimum of 21 general education credits as follows:

6.00 credits in natural science (NATS)

a 9.00 credit approved general education course in the social science or humanities categories

a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken

Major credits: students majoring in the stream must complete at least 57 credits in speech and language sciences, as outlined below:

AP/LING 1000 6.00;
AP/LING 2110 3.00;
AP/LING 2120 3.00;
AP/LING 2130 3.00;
AP/LING 2140 3.00;
AP/LING 2200 3.00;
HH/PSYC 2021 3.00;
HH/PSYC 2110 3.00;
HH/KINE 2011 3.00;
HH/KINE 2031 3.00;
AP/LING 3120 3.00 or AP/LING 3140 3.00;
AP/LING 3160 3.00;
AP/LING 3210 3.00;
AP/LING 3220 3.00;
AP/LING 4220 3.00;
AP/LING 4230 3.00;
AP/LING 4260 3.00;
3 additional credits in an AP/LING 4000-level course

	Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: at least 18 credits.

Course Substitutes

Subject to course exclusions, program requirements/restrictions and residency requirements, the following courses are acceptable substitutes for the purpose of meeting Speech and Language Sciences program requirements:

Program Course	**Course Substitute**
AP/LING 1000 6.00	**GL/LIN 2605 6.00**
HH/KINE 2011 3.00	HH/IHST 1001 3.00
HH/KINE 2031 3.00	HH/IHST 1002 3.00
HH/KINE 2011 3.00	
and	SC/NATS 16506.00
HH/KINE 2031 3.00	

LINGUISTICS

Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.

General education: a minimum of 21 general education credits as follows:

- 6.00 credits in natural science (NATS)
- a 9.00 credit approved general education course in the social science or humanities categories

	• a 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken Major credits: students will take at least 54 credits in linguistics, including: • AP/LING 1000 6.00; • AP/LING 2110 3.00; • AP/LING 2120 3.00; • AP/LING 2130 3.00; • AP/LING 2140 3.00; • AP/LING 3120 3.00; • AP/LING 3140 3.00; • 30 additional credits in linguistics (LING), including at least 12 credits at the 4000 level. Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. Credits outside the major: at least 18 credits.

Appendix C: Detailed Map of Course-Level Assessments

Learning Outcome	Course Assessed	Assessment
Depth and breadth of knowledge		
1. Understand the systematic nature of language based on exposure to a wide variety of the world's languages	AP/LING 1000 6.0 Introduction to Linguistics AP/LING 2110 3.0 Phonetics AP/LING 2120 3.0 Phonology 1: Analysis AP/LING 2130 3.0 Morphology 1: Analysis AP/LING 2140 3.0 Syntax 1: Analysis AP/LING 3120 3.0 Phonology 2: Theory **OR** AP/LING 3140 3.0 Syntax 2: Theory AP/LING 3160 3.0 Discourse Analysis AP/LING 3210 3.0 First Language Acquisition AP/LING 4220 3.0 Acoustic Phonetics AP/LING 4230 3.0 Language and the Brain AP/LING 4xxx 3.0	1000 – analytic problem sets and tests/exams 2110 – assignments and tests 2120 – analytic problem sets and tests/exams 2130 – analytic problem sets and tests/exams 2140 – analytic problem sets and tests/exam 3120 – analytic problem sets and tests/exams 3140 – analytic problem sets and tests/exams 3160 – analytic problem sets and tests/exams 3210 – assignments and tests 4220 – lab assignments and tests 4230 – oral presentations, research paper
2. Grasp the central analytic concepts in core areas of linguistics, including phonetics, phonology, morphology and syntax	AP/LING 1000 6.0 Introduction to Linguistics AP/LING 2110 3.0 Phonetics AP/LING 2120 3.0 Phonology 1: Analysis AP/LING 2130 3.0 Morphology 1: Analysis AP/LING 2140 3.0 Syntax 1: Analysis AP/LING 3120 3.0 Phonology 2: Theory **OR** AP/LING 3140 3.0 Syntax 2: Theory AP/LING 3160 3.0 Discourse Analysis AP/LING 3210 3.0	1000 – analytic problem sets and tests/exams 2110 – assignments and tests 2120 – analytic problem sets and tests/exams 2130 – analytic problem sets and tests/exams 2140 – analytic problem sets and tests/exams 3120 – analytic problem sets and tests/exams 3140 – analytic problem sets and tests/exams 3160 – analytic problem sets and tests/exams 3210 – assignments and tests

		First Language Acquisition AP/LING 4220 3.0 Acoustic Phonetics AP/LING 4230 3.0 Language and the Brain AP/LING 4xxx 3.0	4220 – lab assignments and tests 4230 – oral presentations, assignments and research paper
3.	Explain the relationship between aspects of language structure and social and cognitive dimensions of language use	AP/LING 1000 6.0 Introduction to Linguistics AP/LING 3160 3.0 Discourse Analysis AP/LING 3210 3.0 First Language Acquisition AP/LING 3220 3.0 Psycholinguistics AP/LING 4220 3.0 Acoustic Phonetics AP/LING 4230 3.0 Language and the Brain	1000 – analytic problem sets and tests/exams 3160 – analytic problem sets and tests/exams 3210 – analytic problem sets and tests/exams 3220 – lab assignments and tests 4220 – lab assignments and tests 4230 – oral presentations, assignments and research paper
4.	Understand the development of language in normal populations and how this development can 'break down' in various speech, language and hearing disorders	AP/LING 1000 6.0 Introduction to Linguistics AP/LING 2200 3.0 Introduction to Speech and Language Science PSYCH 2110 3.0 Developmental Psychology AP/LING 3160 3.0 Discourse Analysis AP/LING 3210 3.0 First Language Acquisition AP/LING 3220 3.0 Psycholinguistics AP/LING 4220 3.0 Acoustic Phonetics AP/LING 4230 3.0 Language and the Brain AP/LING 4260 3.0 Communication Disorders: Research and Clinical Perspectives	1000 – analytic problem sets and tests/exams 2200 – lab assignments and tests PSYCH 2110 – tests/exams 3160 – analytic problem sets and tests/exams 3210 – analytic problem sets and tests/exams 3220 – lab assignments and tests 4220 – lab assignments and tests 4230 – oral presentations, research paper 4260 – assignments and EE projects

5. Apply knowledge of the key concepts, methodologies, and theoretical approaches that comprise the field of speech and language sciences	AP/LING 2110 3.0 AP/LING 2200 3.0 Introduction to Speech and Language Science PSYC 2110 3.0 Developmental Psychology KINE 2011 3.0 Human Physiology I KINE 2031 3.0 Human Anatomy LING 4230 3.0 Language and the Brain AP/LING 4260 3.0 Communication Disorders: Research and Clinical Perspectives	2110 – assignments/tests 2200 – lab assignments and tests PSYCH 2110 – tests/exams KINE 2011 – tests/exams KINE 2031 – tests/exams 4230 – oral presentations, research paper 4260 – assignments and EE projects
6. Interpret research findings and clinical issues related to speech, language and hearing disorders	AP/LING 2200 3.0 Introduction to Speech and Language Science PSYC 2021 3.0 Statistical Methods I PSYC 2110 3.0 Developmental Psychology KINE 2011 3.0 Human Physiology I KINE 2031 3.0 Human Anatomy LING 4230 3.0 Language and the Brain AP/LING 4260 3.0 Communication Disorders: Research and Clinical Perspectives	2200 – lab assignments and tests PSYC 2021 – tests/exams PSYCH 2110 – tests/exams KINE 2011 – tests/exams KINE 2031 – tests/exams 4230 – oral presentations, research paper 4260 – assignments and EE projects
Knowledge of Methodologies		
1. Identify and describe the empirical patterns found in sets of language data	AP/LING 1000 6.0 Introduction to Linguistics AP/LING 2110 3.0 Phonetics AP/LING 2120 3.0 Phonology 1: Analysis AP/LING 2130 3.0 Morphology 1: Analysis AP/LING 2140 3.0 Syntax 1: Analysis AP/LING 3120 3.0 Phonology 2: Theory	1000 – analytic problem sets and tests/exams 2110 – assignments and tests 2120 – analytic problem sets and tests/exams 2130 – analytic problem sets and tests/exams 2140 – analytic problem sets and tests/exams 3120 – analytic problem sets and tests/exams

	OR AP/LING 3140 3.0 Syntax 2: Theory AP/LING 3160 3.0 Discourse Analysis AP/LING 3210 3.0 First Language Acquisition AP/LING 3220 3.0 Psycholinguistics AP/LING 4220 3.0 Acoustic Phonetics AP/LING 4230 3.0 Language and the Brain AP/LING 4xxx 3.0	3140 – analytic problem sets and tests/exams 3160 – analytic problem sets and tests/exams 3210 – assignments and tests 3220 – lab assignments and tests 4220 – lab assignments and tests 4230 – oral presentations, assignments and research paper
2. Construct analyses of language data, including language data from abnormal populations, by formulating, testing and refining hypotheses	AP/LING 1000 6.0 Introduction to Linguistics AP/LING 2110 3.0 Phonetics AP/LING 2120 3.0 Phonology 1: Analysis AP/LING 2130 3.0 Morphology 1: Analysis AP/LING 2140 3.0 Syntax 1: Analysis AP/LING 2200 3.0 Introduction to Speech and Language Science AP/LING 3120 3.0 Phonology 2: Theory OR AP/LING 3140 3.0 Syntax 2: Theory AP/LING 3160 3.0 Discourse Analysis AP/LING 3210 3.0 First Language Acquisition AP/LING 3220 3.0 Psycholinguistics AP/LING 4220 3.0 Acoustic Phonetics AP/LING 4230 3.0 Language and the Brain AP/LING 4260 3.0 Communication Disorders: Research	1000 – analytic problem sets and tests/exams 2110 – assignments and tests 2120 – analytic problem sets and tests/exams 2130 – analytic problem sets and tests/exams 2140 – analytic problem sets and tests/exams 2200 – lab assignments and tests 3120 – analytic problem sets and tests/exams 3140 – analytic problem sets and tests/exams 3160 – analytic problem sets and tests/exams 3210 – assignments and tests 3220 – lab assignments and tests 4220 – lab assignments and tests 4230 – oral presentations and research paper 4260 – assignments and EE projects

	and Clinical Perspectives	
3. Articulate the qualitative and quantitative research methods used to investigate speech, language and hearing disorders	AP/LING 2200 3.0 Introduction to Speech and Language Science PSYC 2021 3.0 Statistical Methods I PSYC 2110 3.0 Developmental Psychology KINE 2011 3.0 Human Physiology I KINE 2031 3.0 Human Anatomy AP/LING 3210 3.0 First Language Acquisition AP/LING 3220 3.0 Psycholinguistics AP/LING 4220 3.0 Acoustic Phonetics AP/LING 4230 3.0 Language and the Brain AP/LING 4260 3.0 Communication Disorders: Research and Clinical Perspectives	2200 – lab assignments and tests PSYC 2021 – tests/exams PSYCH 2110 – tests/exams KINE 2011 – tests/exams KINE 2031 – tests/exams 3210 – assignments and tests 3220 – lab assignments and tests 4220 – lab assignments and tests 4230 – oral presentations, research paper 4260 – assignments and EE projects
4. Evaluate the appropriateness of different research methods used to investigate speech, language and hearing disorders	AP/LING 2200 3.0 Introduction to Speech and Language Science PSYC 2021 3.0 Statistical Methods I PSYC 2110 3.0 Developmental Psychology KINE 2011 3.0 Human Physiology I KINE 2031 3.0 Human Anatomy AP/LING 3210 3.0 First Language Acquisition AP/LING 3220 3.0 Psycholinguistics AP/LING 4220 3.0 Acoustic Phonetics	2200 – assignments and tests PSYC 2021 – tests/exams PSYCH 2110 – tests/exams KINE 2011 – tests/exams KINE 2031 – tests/exams 3210 – assignments and tests 3220 -- lab assignments and tests 4220 – lab assignments and tests

	AP/LING 4230 3.0 Language and the Brain AP/LING 4260 3.0 Communication Disorders: Research and Clinical Perspectives	4230 – oral presentations, research paper 4260 – assignments and EE projects
5. Design qualitative and quantitative research projects in order to investigate speech, language and hearing disorders	PSYC 2021 3.0 Statistical Methods I PSYC 2110 3.0 Developmental Psychology KINE 2011 3.0 Human Physiology I KINE 2031 3.0 Human Anatomy AP/LING 3210 3.0 First Language Acquisition AP/LING 3220 3.0 Psycholinguistics AP/LING 4220 3.0 Acoustic Phonetics AP/LING 4230 3.0 Language and the Brain AP/LING 4260 3.0 Communication Disorders: Research and Clinical Perspectives	PSYC 2021 – tests/exams PSYCH 2110 – tests/exams KINE 2011 – tests/exams KINE 2031 – tests/exams 3210 – assignments and tests 3220 -- lab assignments and tests 4220 – lab assignments and tests 4230 – oral presentations, research paper 4260 – assignments and EE projects
6. Consider ethics and ethical protocols involved in research with human participants	PSYC 2110 3.0 Developmental Psychology KINE 2011 3.0 Human Physiology I KINE 2031 3.0 Human Anatomy AP/LING 3210 3.0 First Language Acquisition AP/LING 3220 3.0 Psycholinguistics AP/LING 4220 3.0 Acoustic Phonetics AP/LING 4230 3.0 Language and the Brain AP/LING 4260 3.0 Communication	PSYCH 2110 – tests/exams KINE 2011 – tests/exams KINE 2031 – tests/exams 3210 – assignments and tests 3220 -- lab assignments and tests 4220 – lab assignments and tests 4230 – oral presentations, research paper 4260 – assignments and EE projects

	Disorders: Research and Clinical Perspectives	
Application of Knowledge		
1. Apply knowledge of concepts from linguistics to language data, including language data from abnormal populations	AP/LING 1000 6.0 Introduction to Linguistics AP/LING 2110 3.0 Phonetics AP/LING 2120 3.0 Phonology 1: Analysis AP/LING 2130 3.0 Morphology 1: Analysis AP/LING 2140 3.0 Syntax 1: Analysis AP/LING 2200 3.0 Introduction to Speech and Language Science AP/LING 3120 3.0 Phonology 2: Theory OR AP/LING 3140 3.0 Syntax 2: Theory AP/LING 3160 3.0 Discourse Analysis AP/LING 3210 3.0 First Language Acquisition AP/LING 3220 3.0 Psycholinguistics AP/LING 4220 3.0 Acoustic Phonetics AP/LING 4230 3.0 Language and the Brain AP/LING 4260 3.0 Communication Disorders: Research and Clinical Perspectives AP/LING 4xxx 3.0	1000 – analytic problem sets and tests/exams 2110 – assignments and tests 2120 – analytic problem sets and tests/exams 2130 – analytic problem sets and tests/exams 2140 – analytic problem sets and tests/exams 2200 – lab assignments and tests 3120 – analytic problem sets and tests/exams 3140 – analytic problem sets and tests/exams 3160 – analytic problem sets and tests/exams 3210 – assignments and tests 3220 – lab assignments and tests 4220 – lab assignments and tests 4230 – oral presentations, research paper 4260 – assignments and EE projects
2. Apply knowledge of concepts from linguistics and speech and language sciences to clinical practices	AP/LING 1000 6.0 Introduction to Linguistics AP/LING 2110 3.0 Phonetics AP/LING 2120 3.0 Phonology 1: Analysis	1000 – analytic problem sets and tests/exams 2110 – assignments and tests 2120 – analytic problem sets and tests/exams

		AP/LING 2130 3.0 Morphology 1: Analysis	2130 – analytic problem sets and tests/exams
		AP/LING 2140 3.0 Syntax 1: Analysis	2140 – analytic problem sets and tests/exams
		AP/LING 2200 3.0 Introduction to Speech and Language Science	2200 – lab assignments and tests
		AP/LING 3120 3.0 Phonology 2: Theory	3120 – analytic problem sets and tests/exams
		OR AP/LING 3140 3.0 Syntax 2: Theory	3140 – analytic problem sets and tests/exams
		AP/LING 3160 3.0 Discourse Analysis	3160 – analytic problem sets and tests/exams
		AP/LING 3210 3.0 First Language Acquisition	3210 – assignments and tests
		AP/LING 3220 3.0 Psycholinguistics	3220 –lab assignments and tests
		AP/LING 4220 3.0 Acoustic Phonetics	4220 – lab assignments and tests
		AP/LING 4230 3.0 Language and the Brain	4230 – oral presentations, research paper
		AP/LING 4260 3.0 Communication Disorders: Research and Clinical Perspectives	4260 – assignments and EE projects
		AP/LING 4xxx 3.0	
3.	Apply research to clinical practices in relation to specific disorders of speech, language and hearing	AP/LING 2200 3.0 Introduction to Speech and Language Science	2200 – lab assignments and tests
		AP/LING 4230 3.0 Language and the Brain	4230 – oral presentations, research paper
		AP/LING 4260 3.0 Communication Disorders: Research and Clinical Perspectives	4260 – assignments and EE projects
4.	Examine clinical experiences in order to establish new perspectives on research in speech and language sciences and disorders	AP/LING 4230 3.0 Language and the Brain	4230 – oral presentations, research paper
		AP/LING 4260 3.0 Communication Disorders: Research	4260 – assignments and EE projects

		and Clinical Perspectives	
	Communication Skills		
1.	Express complex information, ideas and analyses with accuracy and clarity both orally and in writing	AP/LING 1000 6.0 Introduction to Linguistics AP/LING 2110 3.0 Phonetics AP/LING 2120 3.0 Phonology 1: Analysis AP/LING 2130 3.0 Morphology 1: Analysis AP/LING 2140 3.0 Syntax 1: Analysis AP/LING 2200 3.0 Introduction to Speech and Language Science PSYC 2021 3.0 Statistical Methods I PSYC 2110 3.0 Developmental Psychology KINE 2011 3.0 Human Physiology I KINE 2031 3.0 Human Anatomy AP/LING 3120 3.0 Phonology 2: Theory **OR** AP/LING 3140 3.0 Syntax 2: Theory AP/LING 3160 3.0 Discourse Analysis AP/LING 3210 3.0 First Language Acquisition AP/LING 3220 3.0 Psycholinguistics AP/LING 4220 3.0 Acoustic Phonetics AP/LING 4230 3.0 Language and the Brain AP/LING 4260 3.0 Communication Disorders: Research and Clinical Perspectives AP/LING 4xxx 3.0	All of the assessment methods in all of the required courses in the program require students to express ideas, arguments, analyses in writing. Class discussions and group work (and sometimes oral presentations) in the courses allow students to express themselves orally.

2.	Express arguments for particular analyses of language data in a clear and coherent way, citing appropriate evidence	AP/LING 1000 6.0 Introduction to Linguistics AP/LING 2110 3.0 Phonetics AP/LING 2120 3.0 Phonology 1: Analysis AP/LING 2130 3.0 Morphology 1: Analysis AP/LING 2140 3.0 Syntax 1: Analysis AP/LING 2200 3.0 Introduction to Speech and Language Science AP/LING 3120 3.0 Phonology 2: Theory OR AP/LING 3140 3.0 Syntax 2: Theory AP/LING 3160 3.0 Discourse Analysis AP/LING 3210 3.0 First Language Acquisition AP/LING 3220 3.0 Psycholinguistics AP/LING 4220 3.0 Acoustic Phonetics AP/LING 4230 3.0 Language and the Brain AP/LING 4260 3.0 Communication Disorders: Research and Clinical Perspectives AP/LING 4xxx 3.0	1000 – analytic problem sets and tests/exams 2110 – assignments and tests 2120 – analytic problem sets and tests/exams 2130 – analytic problem sets and tests/exams 2140 – analytic problem sets and tests/exams 2200 – lab assignments and tests 3120 – analytic problem sets and tests/exams 3140 – analytic problem sets and tests/exams 3160 – analytic problem sets and tests/exams 3210 – assignments and tests 3220 –lab assignments and tests 4220 – lab assignments and tests 4230 – oral presentations, research paper 4260 – assignments and EE projects
3.	Synthesize and critically evaluate scholarly articles in speech and language sciences and disorders both orally and in writing	AP/LING 4230 3.0 Language and the Brain AP/LING 4260 3.0 Communication Disorders: Research and Clinical Perspectives	4230 – oral presentations, research paper 4260 – assignments and EE projects
4.	Synthesize and analyze information and arguments effectively and accurately, both orally and in writing, to audiences in both academic and clinical contexts	AP/LING 1000 6.0 Introduction to Linguistics AP/LING 2110 3.0 Phonetics	1000 – analytic problem sets and tests/exams 2110 – assignments and tests

	AP/LING 2120 3.0 Phonology 1: Analysis AP/LING 2130 3.0 Morphology 1: Analysis AP/LING 2140 3.0 Syntax 1: Analysis AP/LING 2200 3.0 Introduction to Speech and Language Science AP/LING 3120 3.0 Phonology 2: Theory OR AP/LING 3140 3.0 Syntax 2: Theory AP/LING 3160 3.0 Discourse Analysis AP/LING 3210 3.0 First Language Acquisition AP/LING 3220 3.0 Psycholinguistics AP/LING 4220 3.0 Acoustic Phonetics AP/LING 4230 3.0 Language and the Brain AP/LING 4260 3.0 Communication Disorders: Research and Clinical Perspectives AP/LING 4xxx 3.0	2120 – analytic problem sets and tests/exams 2130 – analytic problem sets and tests/exams 2140 – analytic problem sets and tests/exams 2200 – lab assignments and tests 3120 – analytic problem sets and tests/exams 3140 – analytic problem sets and tests/exams 3160 – analytic problem sets and tests/exams 3210 – assignments and tests 3220 –lab assignments and tests 4220 – lab assignments and tests 4230 – oral presentations, research paper 4260 – assignments and EE projects
Awareness of Limits of Knowledge		
1. Reflect critically on analyses and evidence cited in support of analyses	AP/LING 1000 6.0 Introduction to Linguistics AP/LING 2110 3.0 Phonetics AP/LING 2120 3.0 Phonology 1: Analysis AP/LING 2130 3.0 Morphology 1: Analysis AP/LING 2140 3.0 Syntax 1: Analysis AP/LING 2200 3.0 Introduction to Speech and Language Science	1000 – analytic problem sets and tests/exams 2110 – assignments and tests 2120 – analytic problem sets and tests/exams 2130 – analytic problem sets and tests/exams 2140 – analytic problem sets and tests/exams 2200 – lab assignments and tests

	PSYC 2021 3.0 Statistical Methods I	PSYC 2021 – tests/exams
	PSYC 2110 3.0 Developmental Psychology	PSYCH 2110 – tests/exams
	KINE 2011 3.0 Human Physiology I	KINE 2011 – tests/exams
	KINE 2031 3.0 Human Anatomy	KINE 2031 – tests/exams
	AP/LING 3120 3.0 Phonology 2: Theory OR AP/LING 3140 3.0 Syntax 2: Theory AP/LING 3160 3.0 Discourse Analysis	3120 – analytic problem sets and tests/exams 3140 – analytic problem sets and tests/exams 3160 – analytic problem sets and tests/exams
	AP/LING 3210 3.0 First Language Acquisition	3210 – assignments and tests
	AP/LING 3220 3.0 Psycholinguistics AP/LING 4220 3.0 Acoustic Phonetics AP/LING 4230 3.0 Language and the Brain	3220 –lab assignments and tests 4220 – lab assignments and tests 4230 – oral presentations, research paper
	AP/LING 4260 3.0 Communication Disorders: Research and Clinical Perspectives AP/LING 4xxx 3.0	4260 – assignments and EE projects
2. Explain the ever-evolving nature of ideas and theories as well as the need to reflect critically upon such ideas and theories	AP/LING 1000 6.0 Introduction to Linguistics AP/LING 2110 3.0 Phonetics AP/LING 2120 3.0 Phonology 1: Analysis AP/LING 2130 3.0 Morphology 1: Analysis AP/LING 2140 3.0 Syntax 1: Analysis AP/LING 2200 3.0 Introduction to Speech and Language Science PSYC 2021 3.0 Statistical Methods I	1000 – analytic problem sets and tests/exams 2110 – assignments and tests 2120 – analytic problem sets and tests/exams 2130 – analytic problem sets and tests/exams 2140 – analytic problem sets and tests/exams 2200 – lab assignments and tests PSYC 2021 – tests/exams

	PSYC 2110 3.0 Developmental Psychology	PSYCH 2110 – tests/exams
	KINE 2011 3.0 Human Physiology I	KINE 2011 – tests/exams
	KINE 2031 3.0 Human Anatomy	KINE 2031 – tests/exams
	AP/LING 3120 3.0 Phonology 2: Theory OR AP/LING 3140 3.0 Syntax 2: Theory	3120 – analytic problem sets and tests/exams 3140 – analytic problem sets and tests/exams
	AP/LING 3160 3.0 Discourse Analysis	3160 – analytic problem sets and tests/exams
	AP/LING 3210 3.0 First Language Acquisition	3210 – assignments and tests
	AP/LING 3220 3.0 Psycholinguistics	3220 –lab assignments and tests
	AP/LING 4220 3.0 Acoustic Phonetics	4220 – lab assignments and tests
	AP/LING 4230 3.0 Language and the Brain	4230 – oral presentations, research paper
	AP/LING 4260 3.0 Communication Disorders: Research and Clinical Perspectives AP/LING 4xxx 3.0	4260 – assignments and EE projects
3. Reflect critically on research and clinical practices in speech and language sciences and disorders	AP/LING 2200 3.0 Introduction to Speech and Language Science	2200 – assignments and tests
	PSYC 2021 3.0 Statistical Methods I	PSYC 2021 – tests/exams
	PSYC 2110 3.0 Developmental Psychology	PSYCH 2110 – tests/exams
	KINE 2011 3.0 Human Physiology I	KINE 2011 – tests/exams
	KINE 2031 3.0 Human Anatomy	KINE 2031 – tests/exams
	AP/LING 4230 3.0 Language and the Brain	4230 – oral presentations, research paper
	AP/LING 4260 3.0 Communication Disorders: Research and Clinical Perspectives	4260 – assignments and EE projects

Autonomy and Professional Capacity		
1. Work independently and collaboratively	AP/LING 1000 6.0 Introduction to Linguistics	1000 – analytic problem sets and tests/exams
	AP/LING 2110 3.0 Phonetics	2110 – assignments and tests
	AP/LING 2120 3.0 Phonology 1: Analysis	2120 – analytic problem sets and tests/exams
	AP/LING 2130 3.0 Morphology 1: Analysis	2130 – analytic problem sets and tests/exams
	AP/LING 2140 3.0 Syntax 1: Analysis	2140 – analytic problem sets and tests/exams
	AP/LING 2200 3.0 Introduction to Speech and Language Science	2200 – lab assignments and tests
	PSYC 2021 3.0 Statistical Methods I	PSYC 2021 – tests/exams
	PSYC 2110 3.0 Developmental Psychology	PSYCH 2110 – tests/exams
	KINE 2011 3.0 Human Physiology I	KINE 2011 – tests/exams
	KINE 2031 3.0 Human Anatomy	KINE 2031 – tests/exams
	AP/LING 3120 3.0 Phonology 2: Theory OR AP/LING 3140 3.0 Syntax 2: Theory	3120 – analytic problem sets and tests/exams
		3140 – analytic problem sets and tests/exams
	AP/LING 3160 3.0 Discourse Analysis	3160 – analytic problem sets and tests/exams
	AP/LING 3210 3.0 First Language Acquisition	3210 – assignments and tests
	AP/LING 3220 3.0 Psycholinguistics	3220 –lab assignments and tests
	AP/LING 4220 3.0 Acoustic Phonetics	4220 – lab assignments and tests
	AP/LING 4230 3.0 Language and the Brain	4230 – oral presentations, research paper
	AP/LING 4260 3.0 Communication Disorders: Research and Clinical Perspectives	4260 – assignments and EE projects
	AP/LING 4xxx 3.0	

2. Manage one's own learning in changing circumstances both within and outside the discipline/profession	AP/LING 1000 6.0 Introduction to Linguistics	1000 – analytic problem sets and tests/exams
	AP/LING 2110 3.0 Phonetics	2110 – assignments and tests
	AP/LING 2120 3.0 Phonology 1: Analysis	2120 – analytic problem sets and tests/exams
	AP/LING 2130 3.0 Morphology 1: Analysis	2130 – analytic problem sets and tests/exams
	AP/LING 2140 3.0 Syntax 1: Analysis	2140 – analytic problem sets and tests/exams
	AP/LING 2200 3.0 Introduction to Speech and Language Science	2200 – lab assignments and tests
	PSYC 2021 3.0 Statistical Methods I	PSYC 2021 – tests/exams
	PSYC 2110 3.0 Developmental Psychology	PSYCH 2110 – tests/exams
	KINE 2011 3.0 Human Physiology I	KINE 2011 – tests/exams
	KINE 2031 3.0 Human Anatomy	KINE 2031 – tests/exams
	AP/LING 3120 3.0 Phonology 2: Theory OR AP/LING 3140 3.0 Syntax 2: Theory	3120 – analytic problem sets and tests/exams 3140 – analytic problem sets and tests/exams
	AP/LING 3160 3.0 Discourse Analysis	3160 – analytic problem sets and tests/exams
	AP/LING 3210 3.0 First Language Acquisition	3210 – assignments and tests
	AP/LING 3220 3.0 Psycholinguistics	3220 –lab assignments and tests
	AP/LING 4220 3.0 Acoustic Phonetics	4220 – lab assignments and tests
	AP/LING 4230 3.0 Language and the Brain	4230 – oral presentations, research paper
	AP/LING 4260 3.0 Communication Disorders: Research and Clinical Perspectives	4260 – assignments and EE projects
	AP/LING 4xxx 3.0	

3. Consider the ethical and social responsibilities of health care professionals, especially when working with vulnerable populations	AP/LING 4260 3.0 Communication Disorders: Research and Clinical	4260 – assignments and EE projects
4. Determine and apply best professional practices for communicative disorders assistants, speech/language pathologists and audiologists	AP/LING 4260 3.0 Communication Disorders: Research and Clinical Perspectives	4260 – assignments and EE projects

FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES

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July 12, 2018

Professor Susan Ehrlich   sehrlich@yorku.ca
Department of Languages, Literatures & Linguistics
S571 Ross Building

Dear Professor Ehrlich:

On behalf of Ananya Mukherjee-Reed, Dean of the Faculty of Liberal Arts & Professional Studies, I am writing in support of the proposal of a Specialized Honours Bachelor of Arts degree in Speech and Language Sciences. I have reviewed the proposal and I am satisfied that the degree is timely, innovative, interdisciplinary and likely to draw significant student interest.

The program will be well positioned in the Department of Languages, Literatures, and Linguistics and provides pre-professional education and preparation for students who intend to pursue graduate work in speech-language pathology or audiology. The degree also offers a starting point to students who want to pursue additional credentials in communicative disorders. Careers in the fields of speech-language pathology and audiology often require an advanced credential (MA, MSc or Ontario College Graduate Certificate) and entry into these advanced programs often require specific pre-requisites at the undergraduate level. At the same time, there are currently only two other comparator undergraduate programs delivered in English at Canadian Universities (one of which is University of British Columbia) while there are six Canadian MA or MSc programs in speech-language pathology or audiology. The Speech and Language Sciences program will be the only of its kind in the Greater Toronto Area.

The implementation of the Speech and Language Sciences program will further the strategic priorities of the Faculty of Liberal Arts and Professional Studies and York University. Specifically, the introduction of the specialized degree option responds to the opportunity identified in the university academic plan (2015-2020) to develop, expand, and strengthen academic opportunities for students in emerging areas related to health (p. 9). Further, the program aligns to the principles of delivering high quality academic programs and providing students with diverse programs in the humanities, social sciences, and in professional studies outlined in the Faculty's strategic plan (2010-2020).
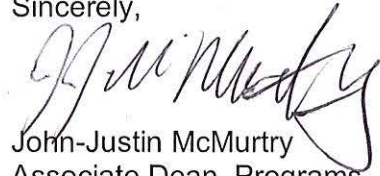
The creation of the Speech and Language Sciences program is not expected to require extensive additional resources. Several of the faculty already teaching in

the Department of Languages, Literatures and Linguistics are well equipped to develop curriculum, teach courses and supervise undergraduate student research in the fields of speech-language pathology and audiology. The proposed program also makes use of existing courses in the Department. In terms of infrastructure, the Department is currently undergoing a major renovation which will improve the space and support the delivery of the degree.

In short this is a quality proposal and the Dean's Office is in full support.

Sincerely,

John-Justin McMurtry
Associate Dean, Programs

cc: Committee on Curriculum, Curricular Policy and Standards

Memorandum

To: Chair, APPRC
Chair, ASCP

From: Lisa Philipps, Provost & VP Academic

Date: July 31, 2018

Subject: Proposal for Specialized Honours BA in Speech and Languages Sciences, LA&PS

OFFICE OF THE PROVOST & VICE-PRESIDENT ACADEMIC

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I have undertaken an initial review of the proposal from the Faculty of Liberal Arts & Professional Studies to establish a Specialized Honours BA program in Speech and Language Sciences in the Department of Languages, Literatures and Linguistics. It is my intention to provide a more detailed statement with regard to this proposal, including its resource implications, following receipt of the external reviewers' report, the Faculty's response, and the final version of the proposal incorporating any revisions to take account of the reviewers' comments. At this stage, however, I am writing to signal that I am satisfied that this proposal is ready to go forward for consideration by the external reviewers.

The proposal clearly sets out the case for the program in terms of demand, its contributions to our institutional objectives, its distinctiveness, its curriculum and structure, and the learning outcomes it is intended to promote. The program will build on the Faculty's strong linguistics program and draw upon courses from other areas to provide students with a foundation for both careers and professional/graduate study in the area. It will add to the diversity of programming in LA&PS and is expected to serve new student audiences. The letter from the LA&PS Dean's office details strong and enthusiastic support for the proposal.

I look forward to seeing the reviewers' assessments of the proposal.

Cc: Dean A. Mukherjee-Reed
Associate Dean J.J. McMurtry
VPA A. Pitt

External Appraisal Report on the Proposed New Specialized Honours B.A. Degree in Speech and Language Sciences, Linguistics Program, Faculty of Liberal Arts and Professional Studies (LAPS), York University

Please provide feedback, as appropriate, on the evaluation criteria provided below.

External Reviewer(s)

Michael Wagner, Professor and Canada Research Chair, Department of Linguistics, McGill University

1. Outline of the Visit

- *Who was interviewed*
    - Professor Alice Pitt, Vice-Provost, Academic
    - Professor Roberta Iannacito-Provenzano, Associate Dean, Programs and Kathryn Doyle, Manager, Faculty Curriculum
    - Professor Susan Ehrlich, Interim Chair, Department of Languages, Literatures and Linguistics
    - Professor Gabriela Alboiu, Undergraduate Program Director Linguistics
    - Linguistics Faculty Members
    - Adam Taves, Associate Dean of Libraries

- *What facilities were seen*
    - Linguistics Department
    - Library

- *Any other activities relevant to the appraisal*
    - NA

2. General Objectives of the Program

- *Is/are the program name and degree designation(s) appropriate?*

  Yes, program and degree designation seem appropriate. Importantly, the name of the program is broad enough to make it clear that this program will not be exclusively of interest to students who eventually want to apply to Speech Pathology or Audiology programs, even though preparing students for such programs is one goal of the program. They could also apply to graduate programs in linguistics, psychology, or cognitive science (as already discussed in the proposal), but could also pursue careers in speech technology (see below for more on this).

- *For graduate programs that wish to have a Quality Council endorsed field(s), are the fields indicated in the proposal appropriate?*
  NA

- *Are the general objectives of the program clear and are they consistent with University and Faculty missions and academic plans?*

  The proposal outlines clearly how the program is line with the University mission and the strategic plan, and this justification received strong support from the letters by Provost Lisa Phillips (Provost & VP Academic) and Dean John-Just McMurphy (Associate Dean, Programs).

3. Need and Demand

- *Is there sufficient explanation of need/demand for the program?*

As the proposal outlines, a sizable proportion of undergraduates currently is currently enrolling in linguistics or cognitive science because they see them as a stepping stone toward a careers in Speech Pathology, Audiology, and related fields. The new program will provide them with better preparation for pursuing this goal. I am therefore confident that there will be high demand among students.

As already pointed out by Prof. Pascal van Lieshout (Chair of Speech Pathology program in Toronto) in his review, the program will make it easier for students to ensure that they will be in a competitive position to apply to Speech Pathology and Audiology programs and that they will take all the courses needed to apply to such programs. Right now students have to navigate checking all the requisite boxes for their graduate program applications in this domain on their own.

Also, the guarantees of enrollment in the required classes outside of linguistics will make it easier for the students to get into some required classes in other departments, and avoid that they have to delay graduation because they are still waiting to take some pre-requisites for their graduate application, as it sometimes happens at the moment. The enrollment guarantees provided by other units that are part of the proposal show that the new program will resolve this issue.

I was surprised by the comment by Prof. Lieshout that the program would not attract new students to York University. Given the high demand for programs supportive of a career in Speech Pathology at least among our undergraduate body at McGill, I would imagine that this program would exert some pull and attract students. Maybe the department could reach out to Brock University and UBC, who have already introduced similar programs, to get information whether they experienced an increased interested at their institutions. Since there is no such program at McGill (my institution), and to my knowledge there is also no comparable program in Toronto (Prof. Lieshout's institution), we both can at best speculate about this.

I agree, however, with Prof. Lieshout that the program is likely to attract many students *within* the York student body toward this program, which will help solidify the already strong enrollment numbers in Linguistics (both Associate Dean Roberta Iannacito-Provenzano and the undergraduate director Gabriela Alboiu pointed out that Linguistics is already very successful in terms of enrollment numbers). At a time in which many Arts programs are decreasing in enrollment, it is becoming more important to develop programs that do not just offer excellent educational value but also show a clear trajectory to a career path after graduation, and this program will provide exactly that.

4. Program Content and Curriculum

- *Does the curriculum reflect the current state of the discipline or area of study? If applicable, comment on the appropriateness of any unique curriculum or program innovations or creative components.*

The content is appropriate given the goals of the program. However, in its current form the program does encompass some of the classes that are required for a number of Speech Pathology programs that will be likely targets for your students. I will point out a few cases. It is clear that it will be impossible to cover all prerequisites for all programs, but maybe some classes could be added as electives to steer students toward these options when they decide on which non-required classes to take for their degree.

- **Statistics:** The admissions page for the professional Master's in Speech Pathology at McGill University states that "students must have taken a course in statistics that covers computation of either Analysis of Variance (ANOVA) or multiple regression." Similarly, the program at the University of Alberta requires a stats class covering ANOVA, and lists York's PSYC 2022 as a suitable class to meet that requirement. This is the follow-up class to the statistics class that is currently part of the proposed program (and which only discusses stats up to t-tets). At the same time, most other

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programs (UBC, Toronto, McMaster) appear to be fine with th more basic stats class. Even McGill only requires 3 credits in statistics, although they do require more advanced knowledge than Stats 1 at York provides (taking Stats I *and* II and York would amount to 6 credits, however). I think it would be advisable to add PSYC 2022 (or an equivalent course) to the program as an elective course. And students could be made aware that it's a requirement at least for *some* Speech Pathology programs. One reason that speaks for adding it as an elective rather than a required class is that this course might be a hurdle to some students. At the same time, having taken the second level stats course might give students an edge in their application even for programs that do not require it, so those who enjoy statistics should be encouraged to take the follow up class.

- **Neuroanatomy:** The speech pathology programs at University of Alberta and at UBC require a course in Neuroanatomy and list York's Kine 3650 as a way to satisfy this requirement. Short of requiring this course, it would again be advisable to at last add it as an elective, and to make students aware that they will need to take it if they want to apply for these programs.

- **History of indigenous peoples in Canada**: The university of Alberta recently added a course on this as a requirement for their program (and they list York course AP/HIST 3546). I'm not sure whether this reflects a broader trend to require a course like this for greater awareness of issues that arise when dealing with first nations and indigenous communities.

I only looked at a small sample of Speech Path programs, but I would recommend to have an look at required courses for Speech Path and Audiology, and maybe add courses that are currently not covered as electives, just so students are aware that certain courses might be expected by at least some programs. since several programs seems to have recently updated their requirements.

I also encourage the department to closely look at Prof. Lieshout's comments with respect to meeting he prerequisites at Toronto. Maybe some courses could be preapproved by the director of admissions at UofT, who might be able to provide some more definite feedback on this issue than Prof. Lieshout's letter offers.

- *For undergraduate programs, comment on the appropriateness of the anticipated class sizes. For graduate programs, is there adequate evidence that each graduate student in the program will take a minimum of two-thirds of the course requirements from among graduate level courses?*

Most courses of the new program are already established, and the moderate increase in class size that this program will bring should be manageable. Given the success of the current undergraduate linguistics programs I see no issue with respect to this.

Placements/Volunteering opportunities/Internships

The proposal currently does not mention one aspect that is very important for a successful application to Speech Pathology programs: The need to gain practical experience. For example, the Speech Pathology MA at McGill requires a ''minimum of 14 hours of experience supervised by a speech-language pathologist in a communication disorders setting in a volunteer, educational, or paid capacity" (https://mcgill.ca/scsd/programs/slp/how-apply/prerequisite-courses), and other program have similar requirements or at least will give applicants with more practical experience preference over otherwise similarly qualified ones without this experience. Based on my conversations at York, it seems that currently students are looking for placements and volunteer opportunities on mostly on their own, with some logistic support through a email-list maintained by the Undergraduate Director in Linguistics. With the institution of a dedicated program, I think it would be good to try to think of more systematic strategies to help students find educational experiences. Since students are already successfully finding placements and volunteering opportunities, this not a big concern, but it seems that the new program provides an opportunity to think of ways to make the search for placement opportunities easier and systematic for the students.

A few suggestions:

- According to Vice Provost Alice Pitt there and Associate Dean Roberta Iannacito-Provenzano, York has new initiatives in experiential learning, and one of the associates deans offices is now designated to this initiative. This suggests that there is a broader infrastructure at York that will be able to support the linguistics department in providing opportunities for experiential learning, and they can maybe assist in thiking of how to facilitate these experiences more in the future.
- Prof. Ehrlich and others highlighted that York can draw on a number of alumni who work in speech pathology to provide the students with contacts and information.
- It could be useful to invite speech pathologist and other practitioners to give guess lectures in the introductory-level speech science class, first to give students an opportunity to get to know professionals, but also to give the department an opportunity to grows stronger ties with clinicians.

5. Program Structure, Learning Outcomes and Assessment

- *Are the program requirements and learning outcomes clear, appropriate and in alignment with the relevant degree level expectations?*

  Yes

- *Comment on the appropriateness of the program curriculum and structure to support the program learning outcomes. For undergraduate programs, comment on the nature and suitability of students' final-year academic achievement in the program. For research-focused graduate programs, comment on the nature and suitability of the major research requirement(s).*

  I think the curriculum and the structure of the program is entirely appropriate. One recommendation is that for this program, may be more so than typical undergraduate programs, it will be very important to provide students with good career advice starting in the first year, for several reasons:

  - Entry to professional Speech Pathology programs is highly competitive, and some proportion of the graduate of this program will not be able to find a spot. It will be important to make students aware of this early on to prevent false expectations. There are many other possible career trajectories that the students will be able to pursue given the skills they learn in the new program, so students shouldn't be given the impression that they will have failed if they fail to get accepted into a speech pathology or audiology program.
  - Speech Pathology is the dream job of many undergraduates, but maybe partly because they are more likely to hear about this career and might be less aware of alternatives. The students who are good enough to be competitive for the top programs in speech pathology would likely be equally capable to go to medical school or pursue a combined research/clinician career (there are some programs that combine research with clinical training). I think bringing in Speech Pathologists e.g. for the introductory capstone course (mentioned above) could provide an opportunity to talk to practitioners about their own career choices. Speech pathology programs typically have a very high female gender ratio, suggesting that similarly qualified male students make different career choices. This could in part be because of biases toward a more 'safe' career choice or toward a path with a relatively short time of professional training, and students should at least be made aware of the long term implications of their choices, and also that other trajectories exist. Keeping other doors open requires some planning (since other careers require additional prerequisite courses), so students should receive advice early on and throughout the program.
  - Students might not be aware that taking one or more programming courses or more in-depth stats courses could open doors for a career in speech technology. Our undergraduate in linguistics at McGill, especially those who are computationally savvy and who have knowledge in phonetics, are now sought after by speech tech companies, and many of them do internships or find a job in this domain after graduation. There is an exploding field of speech tech companies both in Montreal and Toronto (and I'm sure other places) for which

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interesting career opportunities would exist for the graduates of this program. Even if only a minority of the students might be have inclinations in this direction, it would be good to somehow convey this to students (maybe a programming course could be added as an elective in order to encourage to consider taking it). Even in the domain of speech pathology computational expertise will become more and more important given the emergence of more AI-based assistive technologies.

- *Are the methods and criteria for assessing student achievement appropriate and effective relative to the program learning outcomes?*

Yes

- *For graduate programs, comment on the appropriateness of the program length, including on how students' time-to-completion will be supported and managed to ensure that the program requirements can be reasonably completed within the proposed time period.*

Based on the excellent track record of how the department manages the linguistics special honor's program, which is similarly demanding, I see no problem for the special honor's program in this regard.

- *Comment on the appropriateness of the proposed mode(s) of delivery to meet the program learning outcomes.*

The learning outcomes are well supported by the curriculum. I think it will be important to highlight the need to achieve extra-curricular learning outcomes through placements and internships (as discussed above), but I am not sure that the program itself can directly help with this.

It is important to be aware of the fact that medical schools are currently shifting their admissions-requirements away from academic excellence and toward non-cognitive skills, such as ethical judgment and interpersonal skills. The Speech Pathology programs at McGill and at University of Alberta already require a personality/interpersonal skill-test called CASPer. Students should know about this and educate themselves about the kind of skills they will need..

6. Admission Requirements
- *Are the admission requirements appropriately aligned with the program learning outcomes?*

It is justified to require higher admission requirements for this program compared to the special honour's in Linguistics for at least two reasons: The first is that admission to speech pathology programs is very competitive, and if admission to the program is too lax, it will create false hopes for future job prospects for students who do not have a realistic chance to get into such a program. A second reason is that taking a mix of classes from different disciplines will probably make the program more challenging than the regular linguistic program. There is a question of how to ensure that enrollment will be remain within reasonable numbers once the program is started. Prof. Ehrlich and Associate Dean Peter Avery brought up this issue themselves, and already discussed possible ways to address this. I cannot comment on this given that I don't know the administrative specifics at York, but Associate Dean Avery mentioned that there are other competitive programs at York that have already procedures in place that could be adopted also here.

- *Is there sufficient explanation of any alternative requirements, if any, for admission into an undergraduate, graduate or second-entry program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience?*

I can't comment on this issue.

7. Resources

For all programs
- *Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program.*

  As already outlined in the assessment of Associate Dean John-Justin McMurtry, the program is linguistics is already well positioned both in terms of faculty and infrastructure to support the new program. The program is mostly based on already existing courses, and the proposal outlines how the new courses will be implemented who will teach them.

- *Appropriateness of the collective faculty expertise to contribute substantively to the program.*

  York university has an excellent group of linguistics faculty with a strong scholarly record, and their expertise is ideally suited for the new program. The only course for which additional expertise is needed is the new Communication Disorders course, for which the plan is to hire a speech pathologist or other practitioner. In his review letter, Prof. Lieshout expresses some worry about how to ensure that someone qualified will be hired. I think that from a practical point of view the bigger question might be whether it will be easy or hard to find someone willing to commit the time to teach a full class, presumably in addition to their regular day job. Maybe for years where this will not be possible, an alternative model could be to have the course taught be one of the linguistics faculty and invite many guest lectures by a variety of practitioners.

- *Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program, including qualifications, research, innovation and scholarly record.*

  Since there is only one new class in the program that is taught by linguistics faculty (the introductory speech science class), I don't believe that new faculty will be necessary to support this program (in fact, my understanding is that the introductory class has already been offered once). If some of the required courses will increase in enrollment additional the department should maybe be offered and increase in TA staff.

- *Evidence that there are adequate resources (e.g. library, laboratory) to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities.*

  There is a lab for the more experimentally oriented courses. As for library resources, based on my conversation with the Associate Dean Adam Taves from the library there is also no issues from that point of view. One question I had about in this regard was whether York has the medical journals that publish speech pathology research, since there is no medical school. Associate Dean Taves pointed out that the presence of the Faculty of Health York is apparently well stacked in the domain, and also there is always the possibility of interlibrary loans.

Additional criteria for undergraduate programs only
- Evidence of and planning for adequate numbers and quality of: (a) faculty and staff to achieve the goals of the program; or (b) of plans and the commitment to provide the necessary resources in step with the implementation of the program; (c) planned/anticipated class sizes; (d) provision of supervision of experiential learning opportunities (if required); and (e) the role of adjunct and contract faculty.

  As discussed above, it would be good to think about strategies to support experiential learning opportunities. Presumably, students will have to find those with clinicians outside of York, but it is worth thinking about how to support students in finding them and also maybe preparing them a bit for the challenges they might face when volunteering or doing internships.

Additional criteria for graduate programs only

- *Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.*

   The linguistics faculty at York in general provides the broad range of expertise required to provide the students a broad education in linguistics, and has a strong specialization in phonetics, phonology, and experimental methods, which will be important for this program specifically. Other expertise will be added through the classes that students will take outside in other departments.

- *Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.*
   NA

- *Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.*

-
   This program will increase supervisory load, but probably only to an extent compatible with the current capacity.

8. Quality of Student Experience

- *Is the evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience?*

   The faculty in linguistics at York conducts top level research and there is no doubt that the department provides a stimulating intellectual climate. The existing linguistics undergraduate program has a strong reputation in undergraduate training and over the years has placed many students in top Ph.D. programs. It has initiated the career of many researchers in the field. I think it is very likely that the new program will be similarly successful in preparing students for their future trajectory.

Note: Reviews are urged to avoid using references to individuals. Rather, they are asked to assess the ability of the faculty as a whole to deliver the program and to comment on the appropriateness of each of the areas/fields of the program that the university has chosen to emphasize, in view of the expertise and scholarly productivity of the faculty.

9. Other Issues

10. Summary and Recommendations (*Note: The responsibility for arriving at a recommendation on the final classification of the program belongs to the Appraisal Committee. Individual reviewers are asked to refrain from making recommendations in this respect.*)

In sum, I believe this is an excellent and well-thought out program proposal, and I recommend instituting it with enthusiasm. I think the program will strengthen York's already strong profile in linguistics and the speech sciences, increase visibility of York university for the substantial number of prospective students interested in a career in the speech sciences, as well as address existing needs that students interested in this domain face at the moment.

In my review above I have made a number of suggestions for the program proposal. Maybe the two main ways in which the program proposal could be improved would by (i) adding information about how experiential learning through volunteering and internships with clinicians (a requirement for successful applications to many Speech Pathology and Audiology programs) could be facilitated (or is already facilitated for students interested in speech pathology or audiology at the moment); and (ii) courses that are prerequisites for certain speech pathology programs could be added as electives, so students are made aware that they are relevant.

Michael Wagner

Digitally signed by Michael Wagner
DN: cn=Michael Wagner, o=McGill University, ou=Linguistics, email=chael@mcgill.ca, c=CA
Date: 2019.02.25 15:49:19 -05'00'

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Alice Pitt • Vice-Provost Academic
Office of the Vice-Provost Academic - Division of Vice-President Academic and Provost
York University
931 Kaneff Tower • 4700 Keele Street
Toronto ON • Canada M3J 1P3

Toronto, February 6 2019

Dear Professor Pitt,

I am writing this letter in response to your request to evaluate a proposal for a new major in Speech and Language Sciences (SLS) at York University. As you indicated, I will focus in particular on whether the current proposal will meet the goal of providing graduates from this program the knowledge that is formalized in currently required prerequisite undergraduate university level courses for the various Master's programs in Speech-Language Pathology or Audiology. I will do this based on the document I was allowed to access on Dropbox on January 24, 2019 entitled "York University - New Program Brief for a Specialized Honours B.A. Program in Speech and Language Sciences". I should indicate at this point, that those prerequisites do vary to some extent from program to program across Canada but in general include areas related to linguistics, physiology, statistics and psychology/social sciences. For practical reasons, I will limit my report in mapping the program content of SLS to the prerequisites at my institution (University of Toronto) for the MHSc program in Speech-Language Pathology, as these can be considered a good representation of those requirements across the English Master's programs in Canada.

I should start by saying that in principle, I applaud the creation of programs like this to provide undergraduate students an introduction to areas of speech, language and hearing disorders and at the same time allow them to complete the required course work necessary to apply for master's programs in those areas. As a department we spend a lot of time on admissions to verify that courses submitted for approval are indeed meeting our requirements. On our website we list all approved courses by university, including York University (https://slp.utoronto.ca/admissions/approved-prerequisite-courses/). In general, students from York University have ample opportunities in the current situation to complete the required coursework to make them eligible to apply for our program. Creating a dedicated program for this purpose (as well as for the more general purpose of informing students about speech, language and hearing sciences/disorders) will make it easier for students interested in such a career. However, I am not convinced it will attract new students to York University for that purpose alone. Mostly, I would imagine, it will attract existing students in predominantly linguistics and psychology, which is great as it will make it easier for them to complete required prerequisite courses in other departments as part of the SLS major.

In terms of mapping the proposed program courses as listed in Table 4.2 of the document I reviewed, I noticed that they include courses that we would approve in fulfillment of the prerequisites for our program, which are listed on our website (https://slp.utoronto.ca/admissions/prerequisites/). The possible exception is a required half course course covering research methods and design, the content of which I could not immediately recognize from the proposed listing in Table 4.2. Specifically, based on our list of approved courses from York University (see above), 10 courses currently listed in this table have been approved as being eligible for the appropriate content. One course (AP/LING 2120 3.0 - Phonology 1) has not been approved. Furthermore, for another course (AP/LING 3120 3.0 - Phonology 2) approval will expire in 2020. Five courses listed in Table 4.2 are not found on our list of approved courses (AP/LING 3160 3.0; AP/LING 3210 3.0; AP/LING 4220 3.0; AP/LING 4230 3.0; AP/LING 4260 3.0). This does not mean they would not receive approval, but their status is unclear at this point. As further detail is missing on the three selective credits listed in Table 4.2 I cannot comment on whether or not they would appear on our list of approved courses. In summary then, if students complete the SLS major (if approved by your institution), they will most likely meet our program prerequisite requirements, with the possible exception of a half-course in research methods and design. I have little doubt that the same would apply for other Canadian SLP/Audiology programs.

I would like to add a final comment. I have some concern about the new course that is being proposed on "Communication Disorders: Research and Clinical Perspectives". It is mentioned in the documents that this (if approved) will be taught be a "practising speech-language pathologist". I am not clear if a person has been approached for this course, but needless to say that such broad and complex content needs to be delivered by someone who has an extensive research and clinical track record in speech-language pathology with current knowledge of the field without having to solely rely on existing introductory handbooks where information can be out of date if not misleading. My colleagues do find that sometimes students in their undergraduate teachings have been given information that does not align with our current thinking and facts in the field and it would be crucial to avoid such misconceptions altogether by seeking support from faculty members in one of the Canadian Speech-Language Pathology/Audiology programs in selecting a qualified instructor.

I hope that these comments will be helpful in your deliberations. Please, feel free to contact me if you have further questions.

Best regards,

Pascal van Lieshout, Ph.D.
Professor & Chair

Memorandum

To:	Alice Pitt, Vice Provost, Academic
Cc:	Julie Parna, Director, Academic Programs and Policies
From:	Susan Ehrlich, Professor, Linguistics
Re:	Response to External Reviews of Proposal for New Specialized Honours B.A. Degree in Speech and Language Sciences (Linguistics Section, DLLL, LAPS)
Date:	July 12, 2019

In the winter of 2019, the Office of the Vice Provost, Academic solicited two external reviews of the proposal for a new Specialized Honours B.A. Program in Speech and Language Sciences. The first review was a 'desk' review, written by a faculty member (van Lieshout) in the Speech-Language Pathology Program at the University of Toronto. The second was produced by a faculty member from Linguistics at McGill (Wagner) who visited York and met with the Vice-Provost, Academic and Associate Dean, Programs (LAPS) and with faculty members from Linguistics as part of the review process. I note that Wagner, the primary reviewer of the proposal, was extremely positive about the program and 'recommends[s] instituting it with enthusiasm.' Both reviewers offered recommendations for improving the program. I elaborate on these recommendations below and indicate ways in which the proposal has been revised in order to respond to issues raised by the reviewers.

1. ***Pre-requisite Courses for M.A./M.Sc. Programs in Speech-Language Pathology/Audiology***: As indicated in the proposal, one of the primary purposes of the program is to bring together courses required for advanced study in speech and language sciences and consolidate them into a single program. While we believe that the required curriculum does this to a large extent, both reviewers point out that there are some Canadian M.A./M.Sc. Programs in Speech-Language Pathology/Audiology that have pre-requisites not required in the proposed program. Indeed, Wagner suggests that pre-requisites not included in our list of required courses could be added as electives. We agree with this recommendation and propose that advising for all incoming students be mandatory so that students' course selection, especially of elective courses, is tailored to their specific aspirations and goals. So, for example, students interested in applying to the MHSc Program in Speech-Language Pathology at the University of Toronto would be advised to take a research methods course as an elective. The Linguistics Section in DLLL has a dedicated Undergraduate Program Director who will carry out this advising and will be well-versed in the various requirements of Canadian programs offering advanced degrees in speech-language pathology and audiology.[1]

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[1] Van Lieshout says that some of our required courses are not found on the list of University of Toronto's 'approved' courses for the M.HSc. Program although ends his comment by saying that students graduating from the program 'will most likely meet our [U. of T.'s] program prerequisite requirements, with the possible exception of a half-course in research methods and design.' It is important to emphasize that the curriculum for the

2. ***Placements/Volunteering Opportunities***: Wagner makes the point in his review that our original proposal did not address the ways in which the new program will facilitate our students' securing of volunteer opportunities in the field. This is crucial for students interested in applying to advanced programs in speech-language pathology and audiology as most programs view this experience as an important criterion for admission and others even require it. Since receiving Wagner's report, I have been in touch with the Associate Director of the Experiential Education (EE) Office in LAPS. While members of the Linguistics section have connections to practicing speech-language pathologists, communicative disorders assistants and audiologists in the greater Toronto area (many of whom are alumni of our program), the EE Office in LAPS will assist us in the development of systematic strategies for securing volunteer opportunities for our students and for fostering even stronger connections with clinicians in the Toronto area.

3. ***Competitiveness of Advanced Programs in Speech-Language Pathology and Audiology***: Advanced programs in speech-language pathology and audiology are extremely competitive and members of the Linguistics Section have been concerned that our admission requirements for the program may not be stringent enough and may result in students having unrealistic expectations about their chances of admission to these advanced programs. Wagner also expressed this concern and, as a result, in this iteration of the proposal we have increased the average required for high school students (from mid-to-high 70s to low 80s) and increased the admission requirements for students currently enrolled in York programs (from a cumulative grade point average to C+ (5.0) to a cumulative grade point average of B (6.0)). We also believe that the mandatory advising referred to above will be important in helping to 'temper' the expectations of students in the program and to advise them of their options beyond programs in speech-language pathology/audiology.

4. ***Attraction of New Students to York***: Because of the popularity of comparable programs in Canada and the U.S. and the small number of such programs in Canada, we think that the new program will attract students to York who may not otherwise apply. It is difficult to counter Van Lieshout's comment that the program will not attract new students to York with empirical evidence and we note that Wagner regards this remark as speculation. In contacting the Undergraduate Advisor of Linguistics at UBC (as suggested by Wagner), I was only able to determine that about two-thirds of their undergraduates are in Speech Sciences with the remainder in Linguistics. That is, he could provide no information on whether there was an increased interest in the program once a degree in Speech Sciences was introduced. In any case, both reviewers did agree that the proposed program is likely to attract many students from within the York student body. And, since the program will appear in OUAC as a distinct program

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proposed program is not meant to offer pre-requisite courses for advanced programs in speech-language pathology *exclusively*. Rather, it is meant to include such courses at the same time that it provides students with a coherent and integrated perspective on the area of speech and language sciences.

(i.e., distinct from Linguistics), we anticipate that its focus on speech and language sciences may indeed be attractive to many high school students interested in advanced study in speech-language pathology and audiology.

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**FACULTY OF
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August 8, 2019

Professor Susan Ehrlich   sehrlich@yorku.ca
Department of Languages, Literatures & Linguistics
S571 Ross Building

Dear Professor Ehrlich:

On behalf of J.J. McMurtry, Interim Dean of the Faculty of Liberal Arts &
Professional Studies, I am writing in support of the revised proposal of a
Specialized Honours Bachelor of Arts degree in Speech and Language Sciences.
I have reviewed the revised proposal and I am satisfied that the degree is timely,
innovative, interdisciplinary and likely to draw significant student interest. You have
prepared a strong revised proposal in response to the External Reviewers' Report
that provides detailed curricular mapping of learning outcomes and assessment
strategies.

The program will be well positioned in the Department of Languages, Literatures,
and Linguistics and provides pre-professional education and preparation for
students who intend to pursue graduate work in speech-language pathology or
audiology. The degree also offers a starting point for students who want to pursue
additional credentials in communicative disorders. Careers in the fields of speech-
language pathology and audiology often require an advanced credential (MA, MSc
or Ontario College Graduate Certificate) and entry into these advanced programs
often requires specific pre-requisites at the undergraduate level. At the same time,
there are currently only two other comparable undergraduate programs offered in
English at Canadian Universities (one of which is University of British Columbia)
while there are six Canadian MA or MSc programs in speech-language pathology
or audiology. The Speech and Language Sciences program will be the only one of
its kind in the Greater Toronto Area.

The implementation of the Speech and Language Sciences program will further
the strategic priorities of the Faculty of Liberal Arts and Professional Studies and
York University. Specifically, the introduction of the specialized degree option
responds to the opportunity identified in the University Academic Plan (2015-2020)
to develop, expand, and strengthen academic opportunities for students in
emerging areas related to health (p. 9). Further, the program aligns with the
principles of delivering high-quality academic programs and providing students
with diverse programs in the humanities, social sciences, and professional studies
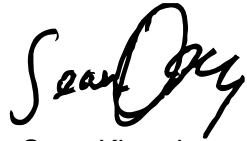
outlined in the Faculty's strategic plan (2010-2020). As you will also see in the letter of support from Melanie Belore, Associate Director, Experiential Education for LA&PS, there is also adequate resourcing for D-LLL to develop experiential learning opportunities for Speech and Language Sciences students to get relevant professional exposure and experience to enhance their competitiveness in pursuing graduate credentials or professional opportunities in the field.

The creation of the Speech and Language Sciences program is not expected to require extensive additional resources. Several of the faculty already teaching in the Department of Languages, Literatures and Linguistics are well equipped to develop curriculum, teach courses and supervise undergraduate student research in the fields of speech-language pathology and audiology. The proposed program also makes use of existing courses in the Department. In terms of infrastructure, the Department is currently undergoing a major renovation which will improve the space and support the delivery of the degree.

In short this is a quality proposal and the Dean's Office is in full support.

Sincerely,

Sean Kheraj
Associate Dean, Programs

cc: Alice Pitt, Vice-Provost Academic
        Julie Parna, Director, Academic Programs and Policy

Office of the Provost and Vice-President Academic

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Memorandum

To: Chair, Senate ASCP
             Chair, Senate APPRC

From: Lisa Philipps, Provost and Vice-President Academic

Date: September 26, 2019

Subject: Proposal for Speech and Language Sciences Program – Final Support Letter

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I have now had an opportunity to consider the reports provided by the two external reviewers regarding the proposal for a Specialized Honours BA program in Speech and Language Sciences and the program's memo outlining their response to the review reports. The final proposal brief for the innovative program demonstrates thoughtful development and thoroughly incorporates key recommendations from the reviewers. I am particularly pleased that colleagues in the program have taken appropriate steps to ensure that students are advised about course selection to suit their plans for careers or further study, as well as to strengthen support for students to gain important experiential opportunities. The program is consistent with institutional priorities and is expected be very attractive to highly qualified students - both new applicants and those already at York; it will also provide a strong pathway to graduate programs in the field. Initial enrolments of 20-25 students are anticipated, growing to 80-100 at steady state.

The Associate Dean of LA&PS, on behalf of the Interim Dean, has provided a strong letter of support for the proposal, confirming that the new resources required to introduce this program are not extensive and that the Department has the capacity to support its needs. I am therefore pleased to affirm my full support for the proposal as it moves forward to Senate committees, Senate, and then Quality Council, for all of the reasons detailed in my initial letter of September 2017.

I look forward to welcoming the first cohort of students in September 2021.

Cc: Vice-Provost Academic A. Pitt
        Interim Dean JJ McMurtry

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2 December 2019

DIVISION OF STUDENTS

Office of the University Registrar

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To: Academic Standards, Curriculum and Pedagogy Committee

RE: Specialized Honours B.A. Program in Speech and Language Sciences Linguistics Section

The proposal for the establishment of a Specialized Honours B.A. Program in Speech and Language Sciences Linguistics Section in the Department of Languages, Literatures and Linguistics, Faculty of Liberal Arts & Professional Studies (LAPS) has been reviewed by the Office of the University Registrar (OUR).

The OUR will continue to work with the program to finalize the details around the administration of the major GPA requirement and other implementation details.

We look forward to collaborating with LAPS to work through the implementation details in support of their requirements for curriculum management, admission and progression within our current Student Information System and for ease of administration of the program for new students, faculty members and administrators.

Sincerely,

Darran A. Fernandez, M.Ed.
University Registrar
York University

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**FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES**

Office of the Dean

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4700 KEELE ST.
TORONTO ON
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July 22, 2019

Ms. Susan Ehrlich   sehrlich@yorku.ca
Professor
Department of Languages, Literatures & Linguistics
Faculty of Liberal Arts & Professional Studies
4700 Keele St
Toronto, ON M2M 3M3

Dear Ms. Ehrlich,

Re: Support for Specialized Honours B.A. Program

The creation of a new Specialized Honours B.A. Program in Speech and
Language Sciences will advance a number of Faculty priorities, including the
strategic growth and development of experiential education (EE) opportunities for
students across Liberal Arts & Professional Studies (LA&PS).

The Office of Experiential Education, LA&PS, is committed to providing
administrative support to the Department of Languages, Literature & Linguistics in
order to strategically develop and embed work-placement opportunities into the
new program and help students gain critical 'real world' experience in their field.
Such administrative support can include curriculum mapping of high-impact EE
practices, consultation on course-proposals, partnership outreach to cultivate
warm leads for student placements, liaising with York's Risk and Legal
departments to facilitate partnership agreements and student forms, and access to
information on best practices surrounding EE.

The Experiential Education Office looks forward to working collaboratively with the
Department of Languages, Literature & Linguistics to advance this exciting new
initiative.

Sincerely,

Melanie Belore
Associate Director, Experiential Education

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LIBRARIES

Office of the
University Librarian

4700 KEELE ST.
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www.library.yorku.ca

Memorandum

To: Dr. Susan Ehrlich
Professor, Department of Languages, Literatures, and Linguistics

From: Joy Kirchner, University Librarian

Date: May 31, 2017

Subject: Library Support for the proposed Specialized Honours Bachelor of Arts in Speech and Language Sciences


York University Libraries is well-positioned to support the proposed undergraduate program in Speech and Language Sciences.

York University students and faculty have access to a wide range of resources and support services to support teaching, learning, and research in key areas of interest for this program, including linguistics, psychology, and kinesiology. All three areas are supported by extensive collections building and active monitoring to ensure there is attention to faculty and student curricular and researcher needs in these disciplinary areas. As Norda Bell outlines in her accompanying statement, there are a significant number of specialized resources that will be of particular interest to students in this program.

As Norda reports, liaison librarians teach students effective library research and academic literacy skills through specialized workshops and seminars, where students gain the skills to identify information needs, navigate information sources effectively, and integrate and synthesize the information that is found. Personalized research assistance is offered through a number of modes: through reference desks, individual research consultations, and online through the Ask Us chat service. Students also are encouraged to use the award-winning Student Papers and Academic Research Kit (SPARK: http://www.yorku.ca/spark), which was developed by the Libraries, Writing Department, and Learning Skills at York.

In conclusion, York University Libraries are well-positioned to support this proposed program and we look forward to continuing to work with you.

cc: Norda Bell, Associate Librarian
Adam Taves, Acting Associate University Librarian - Collections and Research

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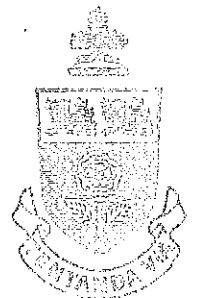
CONSULTATION

Academic Unit and Curriculum Representative Requesting the Consultation (consultation should originate through the unit's Chair/Director, UPD and/or Curriculum Unit-Designate):

Department/School: | Languages, Literatures and Linguistics, Linguistics Section

Representative's Name: | Susan Ehrlich

Representative's Role:
(e.g., Chair, UPD, Curriculum Designate, etc.) | Curriculum Designate

Curriculum Proposal:

Is the full curriculum proposal being provided for the consultation? (Yes/No) | **Yes**

Please provide the following __only if the full curriculum proposal is not being attached__ for the consultation:

What is the consultation regarding?
(e.g., cross-listing, course credit exclusion, addition of a course to an existing program/certificate, etc.) | Program in Speech and Language Sciences

What course and/or certificate/degree/program is/are involved?

Faculty: | AP | **Rubric:** | LING | **Course #:** | | **Weight:** |

Certificate/Degree/Program Title: | Linguistics

Stream (if applicable): |

Please briefly describe what is being proposed:
e.g. A new cross-listing is being proposed between AP/EN 4009 6.00 (existing course) and AP/CLTR 4009 6.00 (new cross-listing).

The Linguistics Program is proposing the addition of a new degree program in Speech and Language Sciences, leading to a Specialized Honours B.A. Degree (57 credits in Speech and Language Sciences). This program will provide students with an in-depth knowledge of the field of speech and language sciences and disorders and will also function as a pre-professional preparatory program for students who intend to pursue graduate work in speech-language pathology or audiology and/or community college certificates in communicative disorders.

1

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Academic Unit and Representative Being Consulted With (consultation should originate through the unit's Chair/Director, UPD and/or Curriculum Unit-Designate)**:**

Department/School: | Psychology

Representative's Name: | Jennifer Connolly

Representative's Role:
(e.g., Chair, UPD, Curriculum Designate, etc.) | UPD

Curriculum Proposal & Consultation Feedback:

Does your academic unit support the proposed curriculum initiative provided and/or presented above by the proposal's proponent? (Yes/No) | **yes**

Please provide detailed feedback regarding the proposal (as applicable):

Dear Susan

I am very pleased to see this proposal going forward for approval and I am happy to support it. It will be a great addition to the program options of York students and I think it will be in high demand.

Psychology can certainly accommodate your 25 or so students in the three Psychology courses which are required in the curriculum (PSYC1010, PSYC2110 and PSYC2021. Please note that students must obtain a minimum grade of C in PSYC1010 in order to take other courses. We would not be able to waive this prerequisite for students in your program.

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Academic Unit and Representative Being Consulted With (consultation should originate through the unit's Chair/Director, UPD and/or Curriculum Unit-Designate):

Department/School:	Kinesiology & Health Science

Representative's Name:	Michael Connor

Representative's Role: (e.g., Chair, UPD, Curriculum Designate, etc.)	UPD

Curriculum Proposal & Consultation Feedback:

Does your academic unit support the proposed curriculum initiative provided and/or presented above by the proposal's proponent? (Yes/No)

> yes

Please provide detailed feedback regarding the proposal (as applicable):

Dear Susan

Our curriculum committee has met and sees no issue with your proposal, except for the issue around seat guarantee. Our courses have an honours standing requirement so students will have to have honours standing. KINE 2011 and KINE2031 almost always run at capacity in the Fall term and we need to guarantee our students get placed as a priority. We do offer both of these courses in the SU term as well, holding spots in those offerings is an option. It was suggested that the department determine if the IHST courses around anatomy and physiology could serve as suitable "plan B" courses for students if they aren't able to get into KINE2011 and KINE2031.Those courses are course credit exclusions for KINE 2011 and 2031 and are taught by our Faculty members so the quality of instruction is equal, students will just do online labs instead of hands on labs. Which may not be important for someone wishing to go into speech pathology.

2

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Academic Unit and Representative Being Consulted With (consultation should originate through the unit's Chair/Director, UPD and/or Curriculum Unit-Designate):

Department/School: Global Health Program, Faculty of Health

Representative's Name: F Beryl Pilkington

Representative's Role:
(e.g., Chair, UPD, Curriculum Designate, etc.) Coordinator, Global Health Program

Curriculum Proposal & Consultation Feedback:

Does your academic unit support the proposed curriculum initiative provided and/or presented above by the proposal's proponent? (Yes/No)

Yes

Please provide detailed feedback regarding the proposal (as applicable):

It was requested that ten (10) seats be reserved in the Global Health Program course, **IHST 1001/1002 3.0x2 Human Anatomy and Physiology for Health I & II** (delivered annually in Fall/Winter) for students in the proposed new Speech and Language Sciences program. Most students in the program would take the Kinesiology version of these courses: KINE 2011 and KINE 2031; however, there are not enough guaranteed seats in those courses, hence the request for 10 seats in the IHST courses. I see no problem with reserving these seats, as requested. The two IHST courses, together, are course credit exclusions (CCEs) for KINE 2011 and 2031, and they are taught by Kinesiology Faculty members. One difference from the KINE courses is that students just do online labs instead of 'hands on' labs. Another difference is that the anatomy and physiology content in the IHST courses is integrated rather than taught separately. In addition, whereas the IHST courses were developed at the introductory level and tailored for non-major (Global Health) students, the KINE courses are offered at the 2000 level. In our experience, first year Global Health students who took the KINE versions of the courses prior to implementation of the IHST versions found them to be quite difficult. This may also be true for students in the new Speech and Language Sciences program. Hence, there is the potential for perceived inequity from the perspective of students taking the two different versions of these courses, even though they are CCEs. The Speech and Language Sciences program may want to consider the difference in degree of difficulty when advising students about course options.

2

Proposal for Major Modification of
Schulich Master of Finance (MF) Program

1. **Program:** Master of Finance

2. **Degree Designation:** MF

3. **Type of Modification:**

   We propose three modifications:

   a. Change admission requirements to expand how a candidate may demonstrate a strong quantitative background required to succeed in the Master of Finance program.

   b. Create a part time option for the Master of Finance program.

   c. Grant a waiver of a degree requirement for one core introductory finance course in the first term (MFIN 5100 3.00) for applicants that meet specific criteria.

4. **Effective Date:** Fall 2020

5. **Provide a general description of the proposed changes to the program:**

   a. We propose a revision to the admission requirements to expand how a candidate may demonstrate the quantitative background required to succeed in the Master of Finance program. The current requirement of completion of three specific courses (statistics, calculus and economics) would be broadened to offer more flexible options for applicants to demonstrate that they possess the required quantitative skills to succeed in the program.

   We propose that applicants may demonstrate the required level of quantitative skills via the completion at a recognized institution of at least two courses from these fields: calculus, statistics, economics, linear algebra, probability theory or other quantitative courses. To qualify, both courses need to earn a minimum of 3 credits, for a minimum of 6 credits in total. A 3-credit course consists of at least 36 hours of instruction. Both courses must be 2000-level courses (i.e. second year courses) or higher.

   Finally, the calendar copy would be updated to reflect these changes as well as changes to the admission requirements approved by Senate in February 2017. These changes specified exemptions from the GMAT/GRE requirement for candidates with a CPA (Canada) designation, candidates who have completed CFA Level 1 or higher, as well as Schulich graduates with a B+ average or higher in the last two years of their program. As the program copy was not updated at the time to reflect these new exemptions, the copy needs to be corrected now.

   The calendar copy will also be amended with the following text:
   Students who are eligible to waive the degree requirement MFIN 5100 will only be required to complete 36 credits.

b. We propose to add a 24-month (6-term) part-time option to Schulich's existing Master of Finance (MF) program. This part-time version will mirror **exactly** the content and learning outcomes of the existing full-time MF program, which runs over 12 months (3 terms). There are no changes to the learning outcomes (see Appendix for the Learning Outcomes for the Master of Finance Program). The change we are proposing is thus to the mode of delivery of the existing curriculum.

c. We also propose to waive the degree requirement for one core introductory finance course offered in the first term of the MF program (MFIN 5100 3.00 Capital Markets) to Schulich BBA and iBBA graduates who have achieved a minimum final grade of B in either Introduction to Finance (FINE 2000 3.00) or Investments (FINE 3200 3.00) within the last 10 years. Applicants from other North American BBA or B.Com programs who have completed courses in similar content areas (introductory finance courses, or courses in investments) within the last 10 years with a final course mark of B will be assessed for eligibility to receive a waiver for MFIN 5100. No waivers will be granted for any other courses in the program.

6. **Provide the rationale for the proposed changes.**

a. Currently the admission requirements ask for specific courses to be completed by the candidate: Calculus (I & II), Economics (Micro & Macro) and Statistics. The purpose of this requirement is to ensure that the candidate possesses a strong set of quantitative skills. However, the current requirement which calls for specific courses is quite restrictive because it excludes many potential applicants who possess very strong quantitative skills but who may not have had the opportunity to take these precise courses during their previous studies. Therefore, to make the Master of Finance program more accessible to many qualified candidates, the admissions requirements should be changed to acknowledge that applicants may acquire adequate quantitative skills in a variety of ways.

b. The Schulich School's academic plan calls for the school to be innovative and diverse. The Master of Finance Part-Time program adds to this mandate by adding a highly desirable option to working individuals for completing this program. Demand is projected to be very strong. In addition to the strong presence of all major banks in Toronto, five out of the top ten fastest growing financial service companies are located in Toronto. Average revenue growth of these companies between 2012 and 2017 was a staggering 1,307%. Collectively they employed 2,261 full time-equivalent employees in 2017. In sum the sector is growing fast and demand for world-class finance training is rising in Toronto. In addition, research by the Master of Finance program director has identified significant interest among individuals currently employed to acquire a Master degree in finance. These individuals are unable or unwilling to take advantage of the full-time Master of Finance option offered at the school's Keele campus. A part-time program offered at the school's downtown campus (Miles S. Nadal Management Centre) would provide a viable option for students who would like to acquire a Master of Finance degree while working full-time. Without a part-time option from the Schulich School of Business, many potential students either may not pursue a Master degree or choose an existing part-time Master of Finance program offered downtown Toronto by Queen's Smith School of Management and University of Toronto's Rotman School of Management. It is therefore imperative that Schulich add a part-time option for these

individuals or risk losing out on the opportunity to add high-quality students to its graduate programs.

c. MFIN 5100 3.00 Capital Markets is designed to provide students with a review of general finance and investment concepts. Students who have completed introductory courses in finance and investments during their undergraduate studies with a minimum final grade of B will already be sufficiently familiar with the content covered in this course and do not need to take it.

7. **Comment on the alignment between the program changes with Faculty and/or University academic plans.**

These proposed changes support the University's goals by increasing accessibility to our graduate programs for qualified individuals. The changes in the admissions requirements will widen the pool of qualified individuals eligible for the MF program, and the possibility of receiving a waiver of a degree requirement for the introductory MFIN 5100 course makes the program more attractive to qualified applicants by eliminating unnecessary course requirements for which they have already demonstrated sufficient competence. The proposed part-time master's program is part of the graduate expansion plan of the Schulich School and the University.

York University's Strategic Mandate Agreement identifies business as an area of both strength and growth. This new program aims to contribute to this growth at the graduate level. By providing a net addition to the University's Masters complement, it will help the University address its goal of enhanced graduate studies, research intensification and reaching the masters-level enrolment target.

Furthermore, the addition of a part-time MF option supports the university's aspiration for continuous innovation in the delivery of our programs in response to the changing needs of learners. Making the MF available to part-time students also supports the university's goal to deepen engagement with the local community of finance and other professionals, who constitute the main target for this new offering.

8. **Provide a detailed outline of the changes to the program and the associated learning outcomes, including how the proposed requirements will support the achievement of program learning objectives (i.e., the mapping of the requirements to the program learning outcomes).**

There will be no changes to the program content and the learning outcomes. The part-time MF program will exactly mirror the existing full-time program, except for the fact that part-time students will take two years to complete the program, while full-time students complete the program in just one year.

10. **Summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.**

Since Schulich already offers the full-time version of the program and no one else is offering a similar program at York, no consultation was conducted.

However, if deemed necessary we will consult with other faculties as the proposal moves through the approval process.

11. **Are changes to the program's admission requirements being proposed coincident with the program change(s)? If so, outline the admission changes, and comment on the appropriateness of the revised requirements to the achievement of the program learning outcomes.**

Proposed changes to the admission requirements are explained above. There will be no effect on the students' ability to achieve the program learning outcomes. This is so, because the requirement for an adequate quantitative background has not changed, only the way this requirement is assessed.

12. **Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.**

No new or additional resources will be required. The courses will be taught at Schulich's downtown campus (Miles S. Nadal Management Centre) and at Keele. Therefore, no additional physical resources will be required. The finance area, which is responsible for staffing the additional courses, was able to hire two new full-time faculty (start date July 2019) who will support the existing roster of full-time faculty members in the delivery of the additional courses. In addition, the area can draw on an extensive roster of excellent part-time instructors who have extensive experience teaching in the existing MF program. Finally, the finance area is currently in the process of hiring two additional administrative staff members. Therefore, there is no need for new or additional resources to support the new part-time program.

13. **Is the mode of delivery of the program changing? If so, comment on the appropriateness of the revised mode(s) of delivery to the achievement of the program learning outcomes.**

There will be no changes to the mode of delivery of the program as the full-time and part-time programs are identical. The part-time option will simply be extended to a 24-month (6 term) model.

14. **Is the assessment of teaching and learning within the program changing? If so, comment on the appropriateness of the revised forms of assessment to the achievement of the program learning outcomes.**

There will be no changes to the assessment of teaching and learning within the program.

15. Provide a summary of how students currently enrolled in the program will be accommodated.

N/A

16. Provide as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
MASTER OF FINANCE As a result of increased marketplace competition, analysts and dealmakers alike require more focused knowledge and accreditation than ever before. Schulich's Master of Finance graduate program is designed to provide students with an intensive training in finance that is both practical and intellectually challenging. The course work is enhanced by regular research as well as professional seminars, taking advantage of the business community in Toronto and the Schulich alumni network. Students may specialize in either capital markets or financial risk management. The Schulich Master of Finance is accredited as a CFA Program Partner and opens up career options ranging from investment banking and asset management to private equity firms, hedge funds, consulting firms and government agencies. The program also serves as an excellent foundation for students considering a PhD in finance. ~~This twelve month full-time program commences in August each year.~~ For more information, please visit http://schulich.yorku.ca for more information.	MASTER OF FINANCE As a result of increased marketplace competition, analysts and dealmakers alike require more focused knowledge and accreditation than ever before. Schulich's Master of Finance graduate program is designed to provide students with an intensive training in finance that is both practical and intellectually challenging. The course work is enhanced by regular research as well as professional seminars, taking advantage of the business community in Toronto and the Schulich alumni network. Students may specialize in either capital markets or financial risk management. The Schulich Master of Finance is accredited as a CFA Program Partner and opens up career options ranging from investment banking and asset management to private equity firms, hedge funds, consulting firms and government agencies. The program also serves as an excellent foundation for students considering a PhD in finance. The program is offered in two formats, a 12-month full-time option and a 24-month part-time option, both commencing in September each year. For more information, please visit http://schulich.yorku.ca for more information.
ADMISSION REQUIREMENTS ѵApplicants normally should possess a four-year undergraduate degree from a recognized university with a minimum B+ average in the last two full years (or equivalent) of academic work with completion of prerequisite courses in Calculus (I & II), Economics (Micro & Macro) and Statistics taken at the undergraduate level. A candidate with a three-year degree may be considered for admission with a minimum of one year of work experience. ѵPost degree work experience is recommended but not required. ѵApplicants are required to take Graduate Management Admission Test (GMAT) or	ADMISSION REQUIREMENTS ѵApplicants normally should possess a four-year undergraduate degree from a recognized university with a minimum B+ average in the last two full years (or equivalent) of academic work ~~with completion of prerequisite courses in Calculus (I & II), Economics (Micro & Macro) and Statistics taken at the undergraduate level.~~ A candidate with a three-year degree may be considered for admission with a minimum of one year of work experience. Candidates should also possess a strong quantitative background.

Graduate Record Examination (GRE) and obtain acceptable scores on all measures thereof.

v Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component scores of 6.5. Strong applicants whose first language is not English and do not meet the above language requirements may be considered for admission with the condition of completion of the MBA/Specialized Master's Preparation Program offered by the York University English Language Institute.

v Completion of the online application including submission of essays, an up-to-date resume and two references.

Applicants may demonstrate the required level of quantitative skills via the completion of at least two 3-credit courses at recognized institutions from these fields: calculus, statistics, economics, linear algebra, probability theory or other quantitative courses. A 3-credit course consists of at least 36 hours of instruction. Both courses must be 2000-level courses (i.e. second year courses) or higher.

v Post degree work experience is recommended but not required.

v Applicants are required to take Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) and obtain acceptable scores on all measures thereof. Candidates who have completed CFA Level 1 or higher, candidates with a CPA (Canada) designation, and graduates from the Schulich School of Business BBA program with a B+ or higher GPA in the last two years of the program are exempt from this requirement.

v Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component scores of 6.5. Strong applicants whose first language is not English and do not meet the above language requirements may be considered for admission with the condition of completion of the MBA/Specialized Master's Preparation Program offered by the York University English Language Institute.

v Completion of the online application including submission of essays, an up-to-date resume and two references.

DEGREE REQUIREMENTS Students must successfully complete 39 credits of course work, consisting of:
v 27 credits of core courses, and
v 12 credits of stream courses.

All other requirements are identical to those of Schulich's other Master's programs.

DEGREE REQUIREMENTS
Students must successfully complete 39 credits of course work, consisting of:
v 27 credits of core courses, and
v 12 credits of stream courses.

WAIVER OF A DEGREE REQIREMENT:

Schulich BBA and iBBA graduates who have achieved a minimum final grade of B in either Introduction to Finance (FINE 2000 3.00) or Investments (FINE 3200 3.00) will receive a waiver for the core introductory finance course MFIN 5100 3.00. Applicants from other North American BBA or B.Com programs

who have completed courses in similar content areas (introductory finance courses, or courses in investments) within the last 10 years with a final course mark of B will be assessed for eligibility to receive a waiver for MFIN 5100. No waivers will be granted for any other courses in the program.

Students who receive a waiver for MFIN 5100 must successfully complete 36 credits of course work, consisting of:

V24 credits of core courses, and

v12 credits of stream courses.

All other requirements are identical to those of Schulich's other Master's programs.

Appendix: Expected Learning Outcomes
Master of Finance (MF)

The Master of Finance (MF) is a specialist business degree designed to provide students with the breadth and depth of knowledge to be successful in a wide range of careers in finance, such as investment banking, traditional and alternative investment management, financial risk management, financial regulation, and corporate finance. In addition to focusing on the theory and practice of modern finance, there is an emphasis on current events and best practice, as well as responsible and ethical behaviour.

Expectations and objectives: Overall program
(using the headings outlined in the document, *OCGS Degree Level Expectations for Graduates*)

1. Breadth and depth of knowledge

Graduates are expected to:

- be knowledgeable in a wide range of finance topics, and be able to converse intelligently to finance professionals in different job functions;
- be able to conduct competent financial analysis in a variety of job functions;
- be well versed in current affairs and regulatory debates pertaining to financial markets;

The above objectives are achieved through fourteen for-credit courses, all in finance or in a related function (e.g., statistics, financial accounting, securities law and corporate governance, ethics...etc.), as well as non-credit seminars in ethical decision making, professional development, financial research, and financial modelling. As a Chartered Financial Analyst (CFA) Program Partner, our curriculum has been sanctioned by the CFA Institute.

2. Research and scholarship

Graduates are expected to:

- be able to conduct research using readily available financial databases, at a level expected in a research analyst role (or higher) in the private sector;
- be able to generate well structured and formatted research reports;
- have an appreciation of theoretical and empirical academic research in finance;
- be familiar with the top scholarly outlets in the field.

While a master's thesis is not a requirement in the program, all required courses have a research component. All courses have at least one group research project, and some assignments require individual student research. Originality and creativity are emphasized.

In some courses, required readings include academic journal articles. Students also have to attend at least 10 academic research seminars, run by the Finance Area in the Faculty.

3. Level of application of
knowledge

Finance is a dynamic field, with an ever changing set of issues and challenges. Graduates are expected to:

- be able to apply their knowledge to new applications, such as the valuation of a new financial product or a new business, a new method of evaluating risk, the implications of new regulations and policy on capital markets...etc.

Students are given many opportunities in their course based research projects to explore different situations and are well equipped with the tools they need to apply their knowledge to new frontiers.

4. Professional capacity/autonomy

Graduates are expected to:

- understand the ethical dilemmas that a financial professional may face;
- exercise good judgement and make informed decisions;
- understand best practice and good governance.

All students in the program take a six-week course in ethics and finance, a six-week course in law and governance, in addition to a CFA Institute workshop on ethical decision making and a minimum of six professional seminars.

5. Level of communication
skills

Graduates are expected to:

- be able to write concise, well researched and professionally formatted and structured reports;
- be able to present, communicate, and market ideas clearly and effectively;
- be able to put together effective and professional presentation slides.

Students have group presentations in the majority of their courses in the program. Presentation style and skills are honed. Twice in the fall term, individual feedback is provided by the Program Director to help students develop an appropriate presentation style for the financial industry. In addition, class participation is encouraged in all classes.

6. Awareness of limits of
knowledge

Graduates are expected to:

- be cognizant of the limitations of theoretical models and empirical findings;
- be aware of different schools of thought in financial economics.

The above objectives are achieved through research seminars (which are jointly attended by faculty and PhD students), and the presentation of alternative models and both the rational and behavioural frameworks in the curriculum.

Expected learning outcomes: Field specific

Capital markets

In addition to the overall degree-level expectations and learning objectives, graduates of this field are expected to be able to:

- employ advanced financial modelling techniques to value individual companies, conglomerates, and mergers and acquisitions;
- evaluate different financing options and how they affect firm value;
- analyze private equity investments and the going public decision of new ventures;
- conduct competent financial statement analysis.

Financial Risk Management

In addition to the overall degree-level expectations and learning objectives, graduates of this field are expected to be able to:

- apply quantitative models to different types of risk management functions within a financial institution;
- conduct advanced analysis of derivative securities;
- demonstrate

Major Modification Proposal

1. Program:
    MA in Dance

2. Degree Designation:
    Master of Arts

3. Type of Modification:
    Major modification of an existing program: changing from a 5-term to a 3-term program
    and modifications to program requirements

4. Effective Date:
    September 2020

5. Provide a general description of the proposed changes to the program.

    The current Master of Arts in Dance provides students with opportunities to finish their
    degree in five terms through thesis, MRP, and coursework options. The Department of
    Dance proposes to modify this current program from five terms to three terms, with   a
    coursework option only, of 24 credits. In addition, we are changing the program
    requirements in terms of the core courses and electives as listed below:

    Core Courses (12.0 credits):
    GS/DANC 5200 3.00 Research Methods
    GS/DANC 5300 3.00 Methods and Materials for Movement Observation
    GS/DANC 5210/5211/5213/5214 3.00 Selected Topics in Dance Studies
    GS/DANC 5345 3.00 Issues in Canadian Dance

    Electives Within the Department of Dance (6.0 credits):
    GS/DANC 5212 3.00 Field Placement
    GS/DANC 5221 3.00 The Interactive Stage: Explorations in Electronically
       Mediated Performance
    GS/DANC 5225 3.00 Choreography
    GS/DANC 5310 3.00 Dance Writing
    GS/DANC 5231 3.00 Dance, Gender, and Sexuality
    GS/DANC 5260 3.00 Dance Video and Intermedial Performance
    GS/DANC 5270 3.00 Lighting Design for Dance
    GS/DANC 5330 3.00 Anthropology of Dance in Canada
    GS/DANC 5340 3.00 Topics in Historical or Cultural Dance Styles
    GS/DANC 5350 3.00 Theory and Practice in Dance Dramaturgy
    GS/DANC 5900 3.00 Imaging the Arts: Interdisciplinary Collaborations

    Electives Outside the Department of Dance (6.0 credits):
    Two half courses or Equivalent from an Approved Cognate Field

6. Provide the rationale for the proposed changes.

    Before the establishment of the PhD in Dance Studies at York University, the only doctoral program of its kind in Canada, the MA in Dance was the sole terminal degree in dance studies in the country. Since 2018, the PhD program has increasingly become robust as the terminal degree in the field of dance studies. Thus, the MA program has become a preliminary training ground for studies at the doctoral level as well as for various professional careers.

    Furthermore, recent prospective applicants to the MA in Dance, and our own dance majors after completing their BFA Honours in Dance, consistently expressed interest in pursuing an MA degree. However, the current 5-term length discouraged them from applying, especially those who intend to additionally pursue a concurrent education degree or another post-graduate degree, like the PhD.

    This new MA will additionally help free up the Department's resources to better serve our MA and PhD students, allowing faculty members to devote more attention to students while meeting the latter's desire for a shorter program. At present, professors in the Department are maximally loaded with supervising major research papers, theses and dissertations of students in the MA in Dance, MFA in Dance and PhD in Dance Studies programs. The proposed shorter MA will free up our professors from supervising Major Research Papers and Theses at the MA level and will allow them to help focus on supervision of theses and production projects of our MFA students and dissertations of our PhD students.

    To prepare students in this new, 3-term MA for the PhD, all of their dance studies courses will have a major research component. During their first term, they will be required to take a Research Methods course for which they will have to identify a topic that they will continue to research throughout their studies. An accumulation of these papers from various courses will provide them with a research training that is equivalent to the production of a Major Research Paper. During the third term, in GS/DANC 5345 3.00 "Issues in Canadian Dance," they will present the final version of their research in a mock conference setting as a capstone experience.

7. Comment on the alignment between the program changes with Faculty and/or University academic plans.

    Innovation | Inclusivity: While this proposal responds to the University's objective of meeting enrolment targets and of furthering the undergraduate education of its graduates and of being financially sustainable, it also aligns with York University's Strategic Mandate Agreement (SMA) that values curricular and pedagogical innovations to meet the demands of graduate students in the early 21st century. A core within York's SMA is the widening of the University's commitment of inclusivity and access to resources in order to produce graduates who are going to be global citizens of tomorrow.

    Interdisciplinarity: As a research-intensive university, York's major strength and defining feature in the world is its theorization and production of interdisciplinarity. The courses that

will be required in the new proposal will provide opportunities for students to be exposed to and trained in scholarly and artistic discourses that intersect with a wide-array of disciplines in the humanities, social sciences, and sciences. Within the School of the Arts, Media, Performance and Design (AMPD), where the Department of Dance is housed, producing artists who are leading thinkers and scholars who are sophisticated artists is at the heart of the School's mandate. The promotion of interdisciplinarity will lead towards that production.

8. Provide a detailed outline of the changes to the program and the associated learning outcomes, including how the proposed requirements will support the achievement of program learning objectives (i.e., the mapping of the requirements to the program learning outcomes).

   Because the Coursework was an option in the original program, only small changes to the learning objectives were necessary as we move towards the revised program. These slight shifts are reflected in the curriculum-mapping document (see Appendix A- page 15).

MA in Dance | Degree-Level Expectations

	Degree-Level Expectations	Program Learning Objectives	Appropriate Degree Requirements & Assessments	Comments
	This degree is awarded to students who have demonstrated the following:	By the end of this program, students will be able to:		
1. Depth and breadth of knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	Define and identify relevant methodological approaches, key theoretical lenses and debates in the field of dance studies across a range of dance forms, and apply this understanding to their own research and writing.	Completion of the MA via: 24 credits of course work Two required courses: 5200 3.00 Research Methods 5300 3.00 Methods and Materials for Movement Observation Assignments include critical assessment of texts, reflexive writing, and individual research projects	Students achieve breadth beyond the discipline by taking at least 6 credits in a cognate field.
2. Research & Scholarship	A conceptual understanding and methodological competence that a) Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) Enables a critical	Apply a range of methodologies to their research and writing, including historical, ethnographic, and movement analysis through course assignments Employ movement analysis and	Offered in the fall term, the 5200 3.00 course introduces students to various research methodologies (empirical, qualitative, and quantitative) and to key dance studies theorists. Students in the course examine primary and secondary source materials and critically assess their content. Students in the course also develop a major research paper proposal, including the ethics review process. In the 5300 3.00 course, students observe, describe and analyse dance and non-dance movement.	Students in the MA program will become familiar with the major works, trends and debates in dance studies. They will be encouraged to join academic dance associations, such as the Dance Studies Association and the Canadian Dance Studies, and to attend

	evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c) Enables a treatment of complex issues and judgments based on established principles and techniques; and on the basis of that competence, has shown at least one of the following: a) The development and support of a sustained argument in written form; or b) Originality in the application of knowledge.	observation in their research Discriminate among key contributors to theoretical constructs in the field of dance studies such as critical pedagogy, gender studies, feminism, globalization, diaspora, etc. through course work assignments and individual research projects	During their final, summer term, students in 5345 present their research in submitting a final paper and as a conference presentation.	at least one local or national conference. They will also become familiar with local and national dance resources, e.g. Dance Collection Danse, Dance Ontario, and Canadian Dance Assembly, where internships/placements might be arranged.
3. Level of application of knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	Locate and evaluate primary and secondary source materials related to historical, educational, and/or ethnographic research Assess and critique various theoretical concepts developed and/or applied by others Synthesize core theoretical concepts and ideas from multiple authors and put these ideas into conversation	Class presentations in all courses provide students with the opportunity for peer feedback. As well, class presentations provide opportunities to critique each other's works and to compare and evaluate personal performance against that of one's peers.	

		in a clear, organized manner		
4. Professional capacity/ autonomy	a) The qualities and transferable skills necessary for employment requiring: i) The exercise of initiative and of personal responsibility and accountability; and ii) Decision-making in complex situations; b) The intellectual independence required for continuing professional development; c) The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to appreciate the broader implications of applying knowledge to a wide-range and particular contexts.	Commit to academic integrity as well as to ethics around the use of human participants in research by fulfilling requirements specified in the university research ethics protocol Discriminate and choose among professional publications and associations in dance studies as well as in additional fields relevant to individual research interests Develop a research proposal Complete papers in a timely manner	Students have 3 terms to complete 8 courses (24.0) Students are required to propose a research project in 5200 3.00 during the fall term, to develop that project in winter, and to complete it in summer in 5345 3.00, which will be their final/capstone course in the program.	Upon completion of the MA, students will have the skills to assess their own work and the work of others, to communicate clearly, and to present and defend a position. They also will demonstrate the ability to work independently and to multi-task effectively.

5. Level of communication skills	The ability to communicate ideas, issues and conclusions clearly and in a scholarly manner.	Create and develop abstracts and proposals	5200 3.00 course includes a research proposal assignment Other courses include the development of paper proposals and the submission of research papers Seminar courses include regular class discussions of readings and the presentation of reports and papers	
6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	Listen respectfully to the opinions expressed by others and demonstrate the ability to reflect critically on one's personal position and presentations Participate productively in peer editing and peer evaluation exercises	Seminar courses often include a grade for participation Attendance at program-sponsored colloquia is expected Attendance at out-of-program events, including conferences, is encouraged	

9. Summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs

    This 3-term MA proposal was a major agenda item during our Department's latest annual retreat on April 21, 2017. Approval of it among full-time faculty members was unanimous. Most of our faculty members are associate faculty members in departments and ORUs such as: Communication and Culture, Theatre and Performance Studies, Centre for Feminist Research, and the York Centre for Asian Research. Based on the feedback they received from these institutions, the one-year MA is in keeping with the changing climate of treating an MA degree as a preparation for the PhD, and not as a terminal degree. In addition, the Department of Dance conducted an informal survey last and this academic year among its graduating seniors about this proposal. Overwhelmingly, they were in full support of it; and in fact they requested that the Department informs them once the proposal has been approved, as they will seriously proceed with their MA applications.

    Dr. Norma Sue Fisher-Stitt, previous interim Dean of AMPD has included a letter of support with regards to this Major Modification Proposal. Please see her letter attached (Page 17).

    Dr. Magdalena Kazubowski-Houston, GPD for the MA/PhD Theatre and Performance Studies writes in support of this proposal:

    > "I am delighted to write this statement of support for the Graduate Program in Dance Studies' proposal of a 3-term MA. The rationale provided for the proposed change is robust and justifiable, given the changing needs of the program. A 3-term MA will facilitate a desirable study path for a program where the MA, rather than a terminal degree, has become the stepping stone for the PhD and other professional training. Also, the shorter length of the MA program will attract more potential candidates, especially those who are concurrently pursuing education degrees. Consequently, it will constitute an important recruitment tool. Finally, a 3-term MA addresses the challenges of a graduate program with a heavy supervision load and a shrinking faculty complement. For example, this is the only way in which the Graduate Program in Theatre and Performance Studies can maintain our MA program, as a 3-term coursework or an MRP-based path of study require less faculty resources."

    In addition Associate Professor and Graduate Program Director in Music, Mark Chambers, writes:

    > After reviewing the proposal for a 3 term Master of Arts degree in the Graduate Program in Dance Studies I would like to offer my wholehearted support. The details of the proposal clearly delineate a rationale that will result in an attractive, shorter length Master of Arts degree, changes that will support a degree that will function as a conduit to the PhD degree and align more effectively with the available graduate faculty resources in the Dance Department. The Graduate Music Program has recently made a similar proposal that will facilitate a more effective delivery of our Master of Arts in Music curriculum. I fully support the proposal.
    >
    > Dr. Mark Chambers
    > Graduate Program Director-MUSIC

Impact on other programs: The new MA program will continue to attract students interested in pursuing an advanced degree in dance studies. This is a highly specialized field and is the only degree of its kind in Canada. Therefore, it will not be in conflict or in competition with other programs. The requirement of finishing the proposed MA program by coursework will enrich even more York's interdisciplinary culture and will inevitably help populate graduate courses in other disciplines outside and cognate to dance.

10. Are changes to the program's admission requirements being proposed coincident with the program change(s)? If so, outline the admission changes, and comment on the appropriateness of the revised requirements to the achievement of the program learning outcomes.

    There are no changes to the program's admission requirements. Since the proposed programs remains to be an advanced training in dance studies, admission will still be as follows: applicants should have a B average, proof of English language proficiency, and an undergraduate degree in dance or a related field in the fine arts (i.e music), the humanities (i.e history, women's studies) or the social sciences (i.e anthropology). In addition, their statement of interest should be in keeping with the scholarly and artistic profiles of the Department of Dance and the larger York University faculty. Finally, their writing samples should demonstrate readiness to provide exposition at the graduate level.

11. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.
    The Department of Dance currently has 10 full-time MA faculty members who will deliver the proposed required and elective courses within dance. These faculty members are: Modesto Amegago, Patrick Alcedo, Susan Cash, Darcey Callison, Norma Sue Fisher-Stitt, William Mackwood, Freya Olafson, Danielle Robinson, Mary Fogarty Woehrel, and Claire Wootten.

    The Department has the approval for the hiring of 2 Teaching Stream tenure-track positions in Dance Creation, Performance and Artistic Directorship and in Dance Design, Technology and Production, both at the rank of Assistant Professor, Teaching to commence July 1, 2019. These two new hires will assist in the delivery of courses for the proposed program.

12. Is the mode of delivery of the program changing? If so, comment on the appropriateness of the revised mode(s) of delivery to the achievement of the program learning outcomes.
    The mode of delivery of the program is not changing. In order to ensure that students in this new program will be trained intensively in research, they will be expected to deliver a research presentation during the Department's Graduate Colloquium, which is already in existence, and during their 3rd and final term when they will be taking GS/DANC 5345, Issues in Canadian Dance. In this culminating summer course, aside from doing a conference-style presentation, they will also be expected to submit a final 25- to 30-page paper about the dance research they will have pursued since they started their program in the fall when they took GS/DANC 5200, Research Methods.

13. Is the assessment of teaching and learning within the program changing? If so, comment on the appropriateness of the revised forms of assessment to the achievement of the program learning outcomes.

The assessment of teaching and learning remains much the same. As stated, the coursework has always been an option in the original version. The slight change in the assessment is in the 2 research presentations, explained above, that the students will be required to do and the final paper in GS/DANC 5345 3.00.

14. Provide a summary of how students currently enrolled in the program will be accommodated.

   The current students in the MA in Dance program will be grandfathered by giving them every opportunity to finish their degree through the three original options of the writing of the thesis or major research paper, and the taking of coursework.

15. Provide as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.

Master of Arts in Dance	Master of Arts in Dance
The Master of Arts in Dance is a two-year program offering the study of dance through historical research, critical writing, ethnography, movement analysis and reconstruction. Graduates from the program are currently involved in teaching, writing, performing, further study and work in libraries, archives and museums.	The Master of Arts in Dance is a 3-term program offering the study of dance through historical research, critical writing, ethnography, and movement analysis. Graduates from the program can use their degree towards admission to a doctoral program in Dance or be involved immediately in teaching, writing, research, dance curatorship, and work in libraries, archives, museums, dance companies, and art councils and organizations.
ADMISSION REQUIREMENTS	**ADMISSION REQUIREMENTS**
Candidates should hold an honours degree (or equivalent) with a B standing and should have a background in dance studies or a related area such as music, theatre, history, philosophy, anthropology, sociology or folklore. Students lacking sufficient dance background may be asked to enrol in a qualifying year prior to entering the program. Applications are evaluated on the basis of transcripts, three letters of reference, a 500-word statement on research and career objectives and a sample of past written work.	Candidates should hold an honours degree (or equivalent) with a B standing and should have a background in dance studies or a related area such as music, theatre, history, philosophy, anthropology, sociology or folklore. Students lacking sufficient dance background may be asked to enrol in a qualifying year prior to entering the program. Applications are evaluated on the basis of transcripts, three letters of reference, a 500-word statement on research and career objectives and a sample of past written work.
DEGREE REQUIREMENTS	**DEGREE REQUIREMENTS**
Students may complete the MA degree by using one of the following three routes:	Students may complete the MA degree by taking a total of 24.0 credits as explained below:
MA Degree by Thesis	**1. Core Courses (12.0 credits):** **GS/DANC 5200 3.00** Research Methods; **GS/DANC 5300 3.00** Methods and Materials for Movement Observation; **GS/DANC 5210/5211/5213/5214 3.00** Selected Topics in Dance Studies; **GS/DANC 5345 3.00,** Issues in Canadian Dance
Candidates for the MA degree by thesis must fulfil the following requirements:	
1. Courses Five half-courses or equivalent, chosen from those offered by the Graduate Program in Dance. Of these, students are required to take Dance 5200 3.0 and Dance 5300 3.0. Two additional half courses to be selected from the current program offerings. One half course from the program offerings or from a cognate area.	**2. Electives Within the Department of Dance (6.0 credits):** **GS/DANC 5212 3.00** Field Placement; **GS/DANC 5221 3.00** The Interactive Stage: Explorations in Electronically Mediated Performance;
2. Language	

There is no foreign language requirement for the MA in Dance but a candidate's supervisor or supervisory committee may require the candidate to demonstrate a reading knowledge of such languages as are necessary to enable them to use the major primary and secondary sources relevant to their major research paper/project or thesis. When appropriate, other skills or courses (e.g., statistics) may be required in addition to the course requirements.

3. Colloquia
All students are required to attend non-credit colloquia scheduled each year in which guests and students present material of common interest.

4. Thesis
A thesis or thesis project which demonstrates the student's ability to do original research. After formal submission of the thesis, an oral examination, normally centred on the thesis and matters related to it, is held.

MA Degree by Research Paper
Candidates for the MA degree by research paper must fulfil the following requirements:

1. Courses
Six half-courses, or equivalent, chosen from those offered by the

Graduate Program in Dance. Of these, students are required to take Dance 5200 3.0 and Dance 5300 3.0. Two additional half courses are selected from the current program offerings, and a further two half courses are selected from the program offerings or from a cognate area.

2. Language
There is no foreign language requirement for the MA in Dance but a candidate's supervisor or supervisory committee may require the candidate to demonstrate a

GS/DANC 5225 3.00 Choreography;
GS/DANC 5310 3.00 Dance Writing;
GS/DANC 5231 3.00 Dance, Gender, and Sexuality;
GS/DANC 5260 3.00 Dance Video and Intermedial Performance;
GS/DANC 5270 3.00 Lighting Design for Dance;
GS/DANC 53303.00 Anthropology of Dance in Canada;
GS/DANC 5340 3.00 Topics in Historical or Cultural Dance Styles;
GS/DANC 5350 3.00 Theory and Practice in Dance Dramaturgy;
GS/DANC 5900 3.00 Imaging the Arts: Interdisciplinary Collaborations

3. Electives Outside the Department of Dance (6.0 credits):

Two half courses or Equivalent from an Approved Cognate Field

In addition, students are required to:
1. Attend non-credit colloquia scheduled each year in which guests and students present material of common interest.

2. Undertake research under the direction of a Dance graduate program faculty member on an approved topic and write a substantive research paper incorporating this research. This paper will be initiated as a proposal in the fall term, further developed in the winter, and completed in the summer. In GS/DANC 5345 3.00, which will be offered in the summer as a culminating course, this research will be submitted as a final paper and presented in a mock conference.

reading knowledge of such languages as are necessary to enable them to use the major primary and secondary sources relevant to their major research paper/project or thesis. When appropriate, other skills or courses (e.g., statistics) may be required in addition to the course requirements.

3. Colloquia

All students are required to attend non-credit colloquia scheduled each year in which guests and students present material of common interest.

4. Research Paper

Candidates must undertake research under the direction of a Dance graduate program faculty member on an approved topic and write a substantive research paper incorporating this research. The paper is evaluated by the faculty member directing the research and by a second reader appointed by the Graduate Program Director.

MA Degree by Coursework

Candidates for the MA degree by coursework must complete a total of ten three-credit courses or equivalent:

1. Courses Six three-credit courses chosen from those offered by the Graduate Program in Dance (Dance 5200 3.0 and Dance 5300 3.0 plus four additional three-credit courses).

2. Cognate Two three-credit courses or equivalent from approved cognate fields at the graduate level.

3. Elective Two three-credit courses or equivalent at the graduate level in dance or at the graduate level in an approved cognate field.

4. Language There is no foreign language requirement for the coursework option.

5. Colloquia All students are required to attend non-credit colloquia scheduled each year in which guests and students present material of common interest.	

APPENDIX A:

MA in Dance Curriculum Mapping

The program learning outcomes the courses contribute to, and at what level, are identified by using the following rubric: **I** if the outcome is simply introduced in the course; **D** if the outcome is developed in the course, but not achieved; or **A** if the outcome is applied in the course and achieved. (Note: None of the courses have prerequisites and most are done simultaneously, except for 5200 that should be taken in the fall term and for 5345, which is a capstone course that students need to take in the final, summer term.)

Program Learning Outcomes	Courses / Program Requirements					
	5200 Research Methods	**5300 Methods and Materials for Movement Observation**	**5210/5211/ 5212/5213/5214 Selected Topics in Dance Studies**	**5345 Issues in Canadian Dance**	**Electives within Dance**	**Electives outside Dance**
1. Depth and breadth of knowledge						
a) Define and identify relevant methodological approaches, key theoretical lenses and debates in the field of dance studies across a range of dance forms, and apply this understanding to one's own research and writing	I	D	D	A	D	D
2. Research & Scholarship						
a) Apply a range of methodologies to their research and writing, including historical, ethnographic, and movement analysis through course assignments	I		D	A	D	
b) Employ movement analysis and observation in their research	I	A				
c) Discriminate among key contributors to theoretical constructs in the field of dance studies such as critical pedagogy, gender studies, feminism, globalization, diaspora, etc. through course work assignments and individual research projects	I		D	A	D	
3. Level of application of knowledge						
a) Locate and evaluate primary and secondary source materials related to historical, educational, and/or ethnographic research	D	D	A		A	A

b) Assess and critique various theoretical concepts developed and/or applied by others	D	D	D	A	D	D
c) Synthesize core theoretical concepts and ideas from multiple authors and put these ideas into conversation in a clear, organized manner	I	D	D	A	D	D
4. Professional capacity/ autonomy						
a) Commit to academic integrity as well as to ethics around the use of human participants in research by fulfilling requirements specified in the university research ethics protocol	A					
b) Discriminate and choose among professional publications and associations in dance studies as well as in additional fields relevant to individual research interests	I	D	D	A	D	D
c) Develop a research proposal	A					
d) Complete papers in a timely manner	A	A	A	A	A	A
5. Level of communication skills						
a) Create and develop abstracts and proposals	A					
b) Present oral and/or electronic presentations in class (with opportunities to present work at student conferences)	A	A	A	A	A	A
c) Participate in in-class discussions and offer feedback on peer presentations	A	A	A	A	A	A
d) Adopt and effectively defend an argument and/or position in class discussions as well as in written submissions	I	D	D	A	D	D
6. Awareness of Limits of Knowledge						
a) Listen respectfully to the opinions expressed by others and demonstrate the ability to reflect critically on one's personal position and presentations	A	A	A	A	A	A
b) Participate productively in peer editing and peer evaluation exercises	A	A	A	A	A	A

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January 21, 2019

Faculty of Graduate Studies
Academic Affairs

Dear Members of the Committee,

I am happy to write in support of the Graduate Program in Dance Studies' proposal for a major modification of their MA in Dance Studies from a 5-term degree to a 3-term degree. I am aware that the program has been exploring this option for some time, in response to shifting expectations of graduate degrees from students as well as from the field at large. The rationale provided is clearly articulated. Offering a 3-term degree will acknowledge the MA's status as the preliminary step toward doctoral studies or as preparation for a professional career in arts education, archive work, administration, etc. In addition, the program anticipates that the shorter length of the proposed MA will make the program more competitive, therefore attracting more potential candidates. The 3-term MA has the added benefit of addressing the challenges associated with a small unit; replacing MRPs and theses with course work at the Master's level will enable the relatively modest number of faculty members to focus on doctoral supervisions.

The structure of the degree is altered only minimally. The two required courses and the range of other graduate level Dance courses are well established, and breadth is achieved through cognate courses. The students in the proposed modified MA will continue to be expected to conduct research and to complete a larger research paper in their final term of study.

I find the modifications to be pragmatic as well as academically sound, and I offer my full support.

Sincerely,

Norma Sue Fisher-Stitt