

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)

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1. INTRODUCTION

1.1 Brief Statement of the Program Being Proposed: 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 Graduate Program Fields: Not Applicable

1.3 Brief Description of Method used in Development of Proposal: 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.

1.4 Faculty/Unit of the Program: 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 General Objectives: 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 new program we are proposing 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 Alignment with University and Faculty Missions and Academic Plans: The development of this new 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 it 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.

Excerpts from *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.

Principle 14: The Faculty is committed to delivering academic programs of the highest quality.

Principle 16: The Faculty is committed to providing its students with diverse programs in the Humanities, Social Sciences, and in Professional Studies.

16.1 We encourage the development of degree diversity within programs, with greater emphasis on the Minor, Specialized Honours and Joint Double Majors to supplement the existing Major and Honours degrees.

Principle 17: The Faculty is dedicated to establishing, fostering, and coordinating intellectual and institutional links between and among disciplines.

Principle 18: The Faculty recognizes that, in all academic and professional fields, there exist educational opportunities outside the conventional classroom.

18.2 We explore the expansion of experiential education opportunities for our undergraduate students, including paid internships and cooperative education placements.

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

Principle 23: Expansion of professional development programs, non-degree certificates and courses is integral to serving the larger community.

3. NEED AND DEMAND

3.1 Similar Programs: 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 six 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, University of Toronto, Western University), there are very few undergraduate programs of the type we are proposing. If approved, then, this program would be one of three in Canada, one of two in Ontario and the only one of its type in Toronto. Based on the success of comparable programs in the United States (at places like Boston University and the University of Delaware), we have no doubt that this would be an extremely popular program and *would undoubtedly 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, 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 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

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.

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. Graduates of the program will also have the qualifications to enter graduate programs in cognitive science, linguistics, neurolinguistics, psychology, and speech recognition and synthesis.

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.

4. PROGRAM CONTENT AND CURRICULUM

4.1 Program Requirements: 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.

4.2 List of Required Courses (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 I	8
HH/PSYC 2110 3.0	Developmental Psychology	6
HH/KINE 2011 3.0	Human Physiology	2
HH/KINE 2031 3.0	Human Anatomy ²	2
AP/LING 3120 3.0	Phonology 2	1
OR	OR	
AP/LING 3140 3.0	Syntax 2	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

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.

4.3 Class Sizes: 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, maximum enrolment caps will be raised in the other two fourth-year linguistics courses required for the degree and/or new sections 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 Language Sciences degree typically run at full capacity in the Fall/Winter but that accommodating our students in the summer (when the courses also run) is possible. (We note, for example, that there are plenty of spaces in the summer of 2017 in these courses: HH/KINE 2011 3.0 is capped at 400 with an enrolment of 187 as of July 7th and HH/KINE 2031 3.0 is capped at 286 with an enrolment of 201 as of July 7th.) Global Health mounts two courses that are course credit exclusions for the kinesiology courses, HH/IHST 1001 3.0 (Human Anatomy and Physiology I) and HH/IHST 1002 3.0 (Human Anatomy and Physiology II), and 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. Thus, we are confident that between the two departments (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 course credit exclusion for the kinesiology courses and thus another way that students can fulfill the physiology and anatomy requirements for 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 (see Appendix C) 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 kind 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.

	<div> <div>Courses that address PLOs</div> <div>Graduates are expected to:</div> </div>	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	<ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Understand 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
	<ul style="list-style-type: none"> Understand the relationship between aspects of language structure and social and cognitive dimensions of language use 	X											X	X	X	X	X		
	<ul style="list-style-type: none"> 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	
	<ul style="list-style-type: none"> Understand the key concepts, methodologies, and theoretical approaches that comprise the field of speech and language sciences 		X				X		X	X	X						X	X	
	<ul style="list-style-type: none"> Understand research findings and clinical issues related to speech, language and hearing disorders 						X	X	X	X	X						X	X	

Knowledge of Methodologies	<ul style="list-style-type: none"> • Demonstrate ability to identify and describe the empirical patterns found in sets of language data 	X	X	X	X	X						X	X	X	X	X	X		X
	<ul style="list-style-type: none"> • Demonstrate ability to 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	
	<ul style="list-style-type: none"> • Demonstrate an understanding of the qualitative and quantitative research methods used to investigate speech, language and hearing disorders 						X	X	X	X	X			X	X	X	X	X	
	<ul style="list-style-type: none"> • Demonstrate ability to 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	
	<ul style="list-style-type: none"> • Demonstrate ability to design qualitative and quantitative research projects in order to investigate speech, language and hearing disorders 							X	X	X	X			X	X	X	X	X	
	<ul style="list-style-type: none"> • Understand ethical considerations and protocols involved in research with human participants 								X	X	X			X	X	X	X	X	

Application of Knowledge	<ul style="list-style-type: none"> Demonstrate ability to 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
	<ul style="list-style-type: none"> Demonstrate ability to 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	
	<ul style="list-style-type: none"> Demonstrate ability to apply research to clinical practices in relation to specific disorders of speech, language and hearing 						X										X	X	
	<ul style="list-style-type: none"> Demonstrate ability to draw on clinical experiences in order to establish new perspectives on research in speech and language sciences and disorders 																X	X	

Communication Skills	<ul style="list-style-type: none">Demonstrate ability to 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
	<ul style="list-style-type: none">Demonstrate ability to 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
	<ul style="list-style-type: none">Demonstrate ability to synthesize and critically evaluate scholarly articles in speech and language sciences and disorders both orally and in writing																X	X	
	<ul style="list-style-type: none">Demonstrate ability to 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	<ul style="list-style-type: none">Demonstrate ability to 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
	<ul style="list-style-type: none">Demonstrate an understanding of 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
	<ul style="list-style-type: none">Demonstrate an ability to 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	<ul style="list-style-type: none">• Demonstrate ability to work independently and to work collaboratively	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	<ul style="list-style-type: none">• Demonstrate ability to 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
	<ul style="list-style-type: none">• Demonstrate an understanding of the ethical and social responsibilities of health care professionals, especially when working with vulnerable populations																X	
	<ul style="list-style-type: none">• Demonstrate an understanding of 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.

5.4 Graduate Programs: Not Applicable

5.5 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 the implications of such analysis for assessment and treatment, etc.

6. ADMISSION REQUIREMENTS

6.1 Description of Program Admission Requirements: 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 adding a high school mathematics course to the requirements and a higher grade point average than currently exists for admission to any of our degree programs (see requirements for new program below). 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.

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 mid-to-high 70s.

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 sciences credits.

Students currently enrolled in any of the B.A. degree programs in Linguistics may transfer to the new program provided they have a cumulative grade point average of 5.00 (C+) as well as at least a 6.00 (B) average in their major credits (i.e., Linguistics). 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 at York.

7. RESOURCES

7.1 Resources Necessary to Implement/Sustain the Program and Areas of Faculty

Strength/Expertise: 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 will actively participate in delivering the new program: Peter Avery, Emily Elfner and Chandan Narayan. Both Peter Avery 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 potentially teach the new second-year core course, as well as a number of other Linguistics courses that are required for the degree. Other full-time faculty members in Linguistics will be involved in the program to the extent that they teach courses required in the program.

7.2 Contract Faculty: Some of the lower-level courses required for the degree are at times taught by contract faculty members. No retired faculty members will be involved in the program.

All full-time Linguistics faculty members who will be involved in teaching courses that are required for the degree:

Faculty Name & 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	Linguistics, DLLL	Phonological Theory, Phonetics-Phonology Interface, Second Language Acquisition & Acquisition of Phonology
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

7.3/4 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. 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 Academic Supports and Services: Most of the software required for speech analysis has open-source access or York has purchased an institutional license for the software.

7.6 Graduate Programs: Not applicable.

7.7: Class Sizes: See Section 4.3.

8. ENROLMENT PROJECTIONS

8.1 Projected Intake and Steady-State Enrolment Target: It is anticipated that the program will accept between 20 and 25 students per year, beginning in the fall of 2018-19. The steady-state enrolment target of between 80 and 100 students will be reached three years later in 2020-21.

PROJECTED ENROLMENTS					
Student Status	2018-19	2019-20	2020-21	2021-22	2022-23
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):
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Specialized Honours BA: 120 Credits</p> <p>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.</p> <p>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.</p> <p>General education: a minimum of 21 general education credits as follows:</p> <ul style="list-style-type: none"> • 6.00 credits in natural science (NATS) • a 9.00 credit approved general education 	<p>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. <u>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.</u></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Specialized Honours BA: 120 Credits</p> <p><u>SPEECH AND LANGUAGE SCIENCES</u></p> <p><u>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.</u></p> <p><u>Because of limited space, admission is not</u></p>

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.

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.

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:

<u>Program Course</u>	<u>Course Substitute</u>
<u>AP/LING 1000 6.00</u>	<u>GL/LIN 2605 6.00</u>
<u>HH/KINE 2011 3.00</u>	<u>HH/THST 1001 3.00</u>
<u>HH/KINE 2031 3.00</u>	<u>HH/THST 1002 3.00</u>
<u>HH/KINE 2011 3.00</u>	
<u>and</u>	<u>SC/NATS 1650 6.00</u>
<u>HH/KINE 2031 3.00</u>	

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

	<p>in the opposite category to the 9.00 credit course in social science or humanities already taken</p> <p>Major credits: students will take at least 54 credits in linguistics, including:</p> <ul style="list-style-type: none"> • 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. <p>Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.</p> <p>Credits outside the major: at least 18 credits.</p>

Degree Level Expectations Linguistics Program

Appendix C
Faculty of Liberal Arts and Professional Studies
York University

Degree-Level Expectations for Programs

Program:	Linguistics
Degree Type:	B.A. (e.g. BA; BAS; BDEM; BHRM; BPA; BSW; etc.)
Degree(s):	Specialized Honours and Honours (120 credits)
Department/School:	
Submission Date:	

Instructions:

1. On page 1, please complete the information regarding:
 - the name of the program (e.g. Criminology; Public Administration; Sociology; etc.);
 - the degree type of the program (e.g. BA; BDEM; BAS; BHRM; BPA; BSW; etc.);
 - the degree options offered through the program (e.g. *Specialized Honours (120 credits)*; *Honours (120 credits)*; *Bachelor (90 credits)*; etc.); and
 - the name of the Department/School that offers the program.
2. For each of the six (6) University Undergraduate Degree Level Expectations (UUDLEs) listed in the chart below, please:
 - a) define the relevant degree-level expectations (i.e. describe what is demonstrated by students who are awarded the degree);
 - b) describe the relevant program learning objectives/student learning outcomes for each degree-level expectation (i.e., what students should know and/or be able to do by the end of the program); and
 - c) align the relevant courses and assessment methods/activities with the program learning objectives/student learning outcomes. *Note: when a program has a long list of electives, the Unit may include the details on the specific requirement (i.e. students have to choose X courses from the list of Y electives) in the chart below and append the full list of applicable elective courses at the end of this document.*
3. For each program offered by the Department/School, please submit (via email) one completed *Degree-Level Expectations for Programs* document.
 - Email address for submissions: apccps@yorku.ca
 - Submission deadline: **July 31, 2012**

1. Depth and Breadth of Knowledge	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives <i>(with assessment embedded in outcomes)</i> <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
	-a developed knowledge and understanding of the systematic nature of linguistic phenomena.	-an understanding of the systematic nature of linguistic data based on exposure to a wide variety of the world's languages	1000—assignments and tests 2110, 2120, 2130, 2140—problem sets and tests 3120, 3140—problem sets and tests
	-a developed knowledge and understanding of language structure at various linguistic levels, including the phonetic, phonological, morphological and syntactic levels.	-an understanding of linguistic structure at various linguistic levels, including phonetics, phonology, morphology and syntax based on exposure to a wide variety of the world's languages	1000—assignments and tests 2110, 2120, 2130, 2140—problem sets and tests 3120, 3140—problem sets and tests
	-a developed knowledge and understanding of the central analytic concepts in core areas of linguistics: phonetics, phonology, morphology and syntax.	-an understanding of the central analytic concepts in the areas of phonetics, phonology, morphology and syntax	1000—assignments and tests 2110, 2120, 2130, 2140—problem sets and tests 3120, 3140—problem sets and tests
	-a developed knowledge and understanding of some of the social and cognitive dimensions of linguistic phenomena.	-an understanding of the connection between aspects of linguistic structure and social and cognitive dimensions of language	3160, 3400, 3440, 4400—assignments and projects 3210, 3220, 4230—assignments and projects
	-a general knowledge of different theoretical approaches to linguistic data and some of the criteria used to evaluate alternative theoretical approaches.	-an understanding of different theoretical approaches to linguistic data	4120, 4140—assignments, short papers

2. Knowledge of Methodologies	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following.</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives</i>
	<ul style="list-style-type: none"> -a developed understanding of the techniques for analyzing linguistic data from the perspective of phonetics, phonology, morphology and syntax -a developed ability to provide and evaluate alternative analyses of a given set of data. -an understanding of the basic techniques for collecting data in various areas of linguistics. -an understanding of the ethical issues involved in the collection of data from human participants 	<ul style="list-style-type: none"> -engage in analyses of linguistic data from the perspective of phonetics, phonology, morphology and syntax -apply theoretical concepts to linguistic data -evaluate different theoretical perspectives in relation to a given set of linguistic data -collect linguistic data and produce original analyses of that data -collect linguistic data from human participants in an ethical way 	<ul style="list-style-type: none"> 1000—assignments and tests 2110, 2120, 2130, 2140—problem sets and tests 3120, 3140, 4120, 4140—problem sets and tests 4220, 4320, 4400—assignments and projects 4220, 4320, 4400—assignments and projects

3. Application of Knowledge	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives</i>
	<p>-a developed ability to apply the central analytic concepts of different areas of linguistics to new linguistic data.</p> <p>-a developed ability to construct, interpret and critically evaluate arguments for the analyses of linguistic data.</p> <p>-a developed ability to cite appropriate evidence for the analyses of linguistic data.</p> <p>-a developed ability to make sound judgments in accordance with the analytic concepts and techniques of different areas of linguistics.</p> <p>-the ability to describe and apply a theoretical model in different areas of linguistics.</p>	<p>-apply analytic concepts from different areas of linguistics to linguistic data</p> <p>-provide arguments for particular analyses of linguistic data</p> <p>-mobilize evidence supporting particular analysis of linguistic data</p> <p>-analyze linguistic data using sound judgments developed from experience with a wide variety of linguistic data</p> <p>-apply different theoretical models to linguistic data</p>	<p>1000—assignments and tests 2110, 2120, 2130, 2140—problem sets and tests</p> <p>3120, 3140—problem sets and tests</p> <p>4120, 4140—problem sets, short papers, analyses of articles, tests</p> <p>1000—assignments and tests 2110, 2120, 2130, 2140—problem sets and tests</p> <p>3120, 3140—problem sets and tests</p> <p>4120, 4140—problem sets, short papers, analyses of articles, tests</p>

4. Communication Skills	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
	<ul style="list-style-type: none"> -the ability to communicate complex information, ideas and analyses with accuracy and clarity in speech and writing. -the ability to develop and express a coherent and clearly articulated argument, citing appropriate evidence. -the ability to synthesize information with accuracy and reliability. -the ability to communicate complex ideas effectively and accurately to a range of audiences, even to those who do not share their starting points. 	<ul style="list-style-type: none"> -express complex information, ideas and analyses with accuracy and clarity in both speech and writing -express arguments for particular analyses of linguistic data in a clear and coherent way, citing appropriate evidence -synthesize and critically evaluate information, ideas and arguments from scholarly articles in both speech and writing -give oral presentations to peers and professors 	<p>All of our required courses (in fact all of our courses) require students to express ideas, arguments, analyses in both speech and writing</p> <p>All of our fourth year courses (and many of our third-year courses) require students to synthesize and critically evaluate scholarly work and to give oral presentations</p>

5. Awareness of Limits of Knowledge	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
	<p>-an understanding of the limits of their own knowledge, and knowledge more generally, and how this might influence analyses and interpretations.</p> <p>-an understanding of the ever-evolving nature of ideas and theories as well as an appreciation of the need to continually question such ideas and theories.</p>	<p>-reflect critically on analyses of linguistic data and the evidence mobilized for such analyses</p> <p>-recognize the ever-evolving nature of ideas and theories as well as the need to continually question such ideas and theories</p>	<p>All of our fourth-year courses require students to critically reflect on their analyses.</p> <p>All of our fourth-year courses require students to critically reflect on ideas and different theoretical perspectives.</p>

6. Autonomy and Professional Capacity	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives</i>
	<ul style="list-style-type: none"> -qualities and transferable skills necessary for further study, employment, community involvement, and other activities, including the exercising of initiative, personal responsibility, and decision making in complex contexts and the ability to work effectively with others. -the ability to identify and address their own learning needs in changing circumstances both within and outside the discipline and, where relevant, to select an appropriate program of further study. -behaviour consistent with academic integrity and social responsibility. 	<ul style="list-style-type: none"> -pursue graduate studies in linguistics, applied linguistics, speech/language pathology, etc. -pursue careers in teaching, government, publishing, etc. -communicate effectively, reason critically and deploy problem-solving skills in the above contexts 	<p>All of our fourth-year courses require some kind of independent project whereby students collect their own linguistic data and provide original analyses of that data</p>

New Course Proposals

OFFICE OF THE FACULTY COUNCIL
NEW COURSE PROPOSAL FORM

Faculty-level Curriculum Committee Submission Deadlines & Details

Fall Winter 2018-19, Summer 2019 Academic Sessions

June 1, 2017 Complete proposal package for all proposal types

October 15, 2017 Complete proposal package for New Course proposals and Changes to Existing Courses

Early submissions are welcome and appreciated. Incomplete and late proposals may not be processed in time for the requested academic session.

New Course proposal packages include the proposal form, a library statement, and consultation form (if applicable).

New: Submit your proposal using the new [online submission form](#).

NOTE: A Change to Existing Degree/Certificate proposal is required if a new course is to be coded as a program requirement in the course repository and included in as a Degree Requirement in the official undergraduate Academic Calendar.

Department:

Languages, Literatures &
Linguistics

UPD:

Gabriela Alboiu

Proponent Name:

Susan Ehrlich

Proponent Email:

sehrlich@yorku.ca

Effective Session: Term: (e.g., Fall; Winter; Summer)

Fall

Year:

2018

New Course Information (Originator):

Faculty:

AP

Rubric:

LING

Course #:

2200

Weight:

3

Indicate both the fee and MET weight if different from the academic weight: e.g., AC = 6.00, FEE = 6

FEE:

Expected enrolment: 40

Please specify if this is a York Abroad course: ☐ Yes ☒ No

Course Title: Maximum 100 characters. The official name of the course as it will appear in the Undergraduate Calendar.

Introduction to Speech and Language Sciences

Short Title: Maximum 40 characters, including punctuation and spaces.

The short title appears on any documents where space is limited (e.g. transcripts and lecture schedules).

Speech and Language Sciences

Brief Course Description: Maximum 60 words. This is the official description of the course as it will appear in the Undergraduate Calendar.

The course description should be carefully written to convey what the course is about. For editorial consistency, **verbs should be in the present tense** (i.e., "This course analyzes the nature and extent of...", rather than "This course will analyze...").

This course introduces students to key aspects of speech sciences, including acoustic phonetics, speech perception, speech production and audition, as well as fundamental concepts in speech-language development and disorders. The relationship between speech and abstract levels of language, such as syntax and phonology, is also considered.

Prerequisites:	LING 1000 6.0 (Introduction to Linguistics) and PSYCH 1010 6.0 (Introduction to Psychology)
Co-requisites:	None
¹ Course credit exclusions:	None
Language of Instruction:	English

Include the following information only if the course is limited to a specific group of students; closed to a specific group of students; and/or if there is any additional information necessary for students to know before enrolling (notes).

Open to:	Anyone with the pre-requisites
Not open to:	

Expanded Course Description: Maximum 250 Words

The expanded course description must begin with the brief course description and include topics/theories.

This course introduces students to key aspects of speech sciences, including acoustic phonetics, speech perception, speech production and audition, as well as fundamental concepts in speech-language development and disorders. The relationship between speech and abstract levels of language, such as syntax and phonology, is also considered. Specific topics include phonetic transcription, speech anatomy and aerodynamics, the speech chain, source filter theory, auditory transduction, theories of speech perception (e.g., motor theory). The course also provides an overview of research methodologies for the analysis of speech, including instrumental techniques such as PRAAT, ultra-sound, and eye-tracking.

Will this course be cross-listed?²

no

If yes, cross-listed to: (please complete details below)

Faculty:

Rubric:

Course #:

Weight:

Faculty:

Rubric:

Course #:

Weight:

Additional cross-listings (if applicable):

¹ "Course credit exclusion" is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

² Cross-listed courses are offered jointly by two or more teaching units (such as departments or schools), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

Will this course be integrated with a Faculty of Graduate Studies course? (Yes/No)

no

If yes, integrated with:

Faculty:

GS

Rubric:

Course #:

Weight:

Relevance

Which program(s) (or certificates) will this new course be applicable to and how?

e.g., Program: English; Relevance: Core course.

Program:

Speech and Language Sciences

Relevance:

Core Course

Program:

Linguistics

Relevance:

Elective Course

Program:

Relevance:

Program:

Relevance:

Additional program relevance(s) (if applicable):

Course Specific Learning Outcomes:

Upon completion of the course, students are expected to:

1. Demonstrate understanding of terminology and concepts used in the phonetic description of speech
2. Demonstrate familiarity with concepts and methods used in the quantitative analysis of speech sounds
3. Demonstrate elementary knowledge of theories of speech production
4. Demonstrate knowledge of speech anatomy
5. Demonstrate elementary knowledge of speech-language development and disorders

Course Rationale:

1. How does the course contribute to the program learning outcomes of the program/degree?

Proponents are asked to specifically make reference to the **University Undergraduate Degree-Level Expectations (UUDLES) Statement** for the program/degree when providing details as to how this new course will contribute to the program learning outcomes. The OCAV Guidelines on **UUDLES** can be found [here](#).

The course contributes to the following learning objectives; these objectives are outlined in the proposal for the new program in Speech and Language Sciences:

1. DEPTH AND BREADTH OF KNOWLEDGE:

- a. Understand the development of language in normal populations and how this development can 'break down' in various speech, language and hearing disorders
- b. Understand the key concepts, methodologies, and theoretical approaches that comprise the field of speech and language sciences
- c. Understand research findings and clinical issues related to speech, language and hearing disorders

2. KNOWLEDGE OF METHODOLOGY:

- a. Demonstrate ability to construct analyses of language data, including language data from abnormal populations, by formulating, testing and refining hypotheses
- b. Demonstrate an understanding of the qualitative and quantitative research methods used to investigate speech, language and hearing disorders
- c. Demonstrate ability to evaluate the appropriateness of different research methods used to investigate speech, language and hearing disorders

3. APPLICATION OF KNOWLEDGE:

- a. Demonstrate ability to apply knowledge of concepts from linguistics to language data, including language data from abnormal populations
- b. Demonstrate ability to apply knowledge of concepts from linguistics and speech and language sciences to clinical practices
- c. Demonstrate ability to apply research to clinical practices in relation to specific disorders of speech, language and hearing

4. COMMUNICATION SKILLS:

- a. Demonstrate ability to express complex information, ideas and analyses with accuracy and clarity both orally and in writing
- b. Demonstrate ability to express arguments for particular analyses of language data in a clear and coherent way, citing appropriate evidence
- c. Demonstrate ability to synthesize and analyze information and arguments effectively and accurately, both orally and in writing, to audiences in both academic and clinical contexts

5. AWARENESS OF LIMITS OF KNOWLEDGE:

- a. Demonstrate ability to reflect critically on analyses and evidence cited in support of analyses
- b. Demonstrate an understanding of the ever-evolving nature of ideas and theories as well as the need to reflect critically on such ideas and theories
- c. Demonstrate an ability to reflect critically on research and clinical practices in speech and language sciences and disorders

6. AUTONOMY AND PROFESSIONAL CAPACITY:

- a. Demonstrate ability to work independently and to work collaboratively
- b. Demonstrate ability to manage one's own learning in changing learning circumstances both within and outside the discipline/profession

2. Please indicate the relationship of the proposed course to other existing offerings, particularly in terms of overlap in objectives and/or content.

There is some overlap between the proposed course, LING 2200 3.0, and LING 2110 3.0 (Phonetics). However, the primary goal of LING 2110 3.0 (Phonetics) is to expose students to the articulatory properties of the variety of speech sounds used in the world's languages, whereas the goal of the proposed course is to examine speech and speech sounds from a physiological, perceptual and psychological perspective and the implications of such perspectives for the investigation of speech disorders.

Course Design

Please indicate how the course design supports students in achieving the learning outcomes.

- *For example, in the absence of contact hours what role does student-to-student and/or student-to-instructor communication play, and how is it encouraged?*
- *Detail any aspects of the content, delivery, or learning goals that involve "face-to-face" communication, non-campus attendance or experiential education components.*
- *Alternatively, explain how the course design encourages student engagement and supports student learning in the absence of substantial on-campus attendance.*
- *If this course incorporates Experiential Education, please contact the Experience Education Program Coordinator (eelaps@yorku.ca).*

This course meets face-to-face and on campus three hours a week for twelve weeks. It involves a combination of lectures, discussion and small-group activities. The lectures will expose students to concepts and theories in speech-language sciences; the discussions and small-group activities will allow students to apply their knowledge of these concepts and theories to language data, including data from abnormal populations, and to experiment with research

methodologies used in analyzing speech.

1. Please indicate the planned frequency of offering and the number of sections anticipated (every year, alternate years, etc.)?

Frequency of offering:	Once every academic year
Number of sections anticipated:	One

2. Please list the names of the department/school members currently competent to teach the course.

Peter Avery, Emily Elfner, Chandan Narayan

3. Please list the instructor(s) likely to teach the course in the coming year.

Chandan Narayan will likely teach the course in the 2018-19 academic year.

4A. Please indicate the number of contact hours (defined in terms of hours, weeks, etc) in order to indicate whether an effective length of term is being maintained.

Hours:	3 contact hours per week
Weeks:	12

4B. or in the absence of scheduled contact hours a detailed breakdown of the estimated time students are likely to spend engaged in learning activities required by the course.

Evaluation:

Please address the following questions and provide details:

1. Please provide a detailed description of the basis of evaluation for the proposed course, including the type and percentage value of each assignment (out of 100%).

Note: when participation is one of the methods of evaluation, please provide a brief description of how it will be evaluated (e.g., participation in tutorial discussions; submission of response papers; leading a tutorial discussion; etc.).

Assignment:	4 Assignments (10% each)	Value (%):	40%
Assignment:	Midterm Test	Value (%):	20%
Assignment:	Final Exam	Value (%):	30%
Assignment:	Class Participation (i.e., participation in class discussions/small-group activities)	Value (%):	10%
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
Total (%):			100 %

2. If the course is to be integrated (graduate/undergraduate), please list the additional evaluation requirements for graduate students.

3. If the proposed course is amenable to technologically mediated forms of delivery, please identify how the integrity of learning evaluation will be maintained (will "on-site" examinations be required, etc.)

Other Resources:

Please provide a statement regarding the adequacy of physical resources (equipment, space, etc.). If other resources will be required to mount this course, please explain.

Courses will not be approved unless it is clear that adequate resources are available to support it.

No additional resources are needed beyond a 'smart' classroom.

Bibliography and Resources Lists

The reading lists must contain complete bibliographical information (full name of author, title, year of publication, etc.).

Required Reading List

The texts and readings included on this list are to be chosen from:

Required Text for the Course:

Raphael, Lawrence J., Borden, Gloria J., and Harris, Katherine S. (2011) *Speech Science Primer: Physiology, Acoustics, and Perception of Speech*, 6th edition. Baltimore, Maryland: Lippincott Williams & Wilkins.

Suggested Reading List

Byrd, Dani and Mintz, Toben H. (2010) *Discovering Speech, Words and Mind*. Oxford: Wiley Blackwell.

Damico, Jack S., Muller, Nicole and Ball, Martin J. eds. (2010) *The Handbook of Language and Speech Disorders*. Oxford: Wiley Blackwell.

Fletcher, Paul and O'Toole, Ciara (2015) *Language Development and Language Impairment: A Problem-Based Introduction*. Oxford: Wiley Blackwell.

Hewlett, Nigel and Beck, Janet (2010) *An Introduction to the Science of Phonetics*. New York: Routledge.

Redford, Melissa ed. (2015) *The Handbook of Speech Production*. Oxford: Wiley Blackwell.

Seikel, J. Anthony, King, Douglas W., Drumright, David G. (2005) *Anatomy and Physiology for Speech, Language and Hearing*, 4th edition. Clifton Park, New York: Delmar Cengage.

Speaks, Charles E. (2005) *Introduction to Sound: Acoustics for the Hearing and Speech Sciences*, 3rd edition. Clifton Park, New York: Delmar Cengage.

Online Resources List

<http://www.physicsclassroom.com/Class/waves/>
http://www.asel.udel.edu/speech/tutorials/acoustics/time_domain.html
<http://www.asel.udel.edu/speech/tutorials/production/source.htm>
http://www.exploratorium.edu/exhibits/vocal_vowels/vocal_vowels.html
<http://hyperphysics.phy-astr.gsu.edu/hbase/Sound/ear.html#c1>
<http://web.uvic.ca/ling/resources/ipa/charts/IPALab/IPALab.htm>

If the course is to be integrated (graduate/undergraduate), please list the **additional readings required for graduate students** (please include complete bibliographical information as indicated above).

If no additional readings are to be required, please provide a rationale as to why.

Library Support Statement:

Proposals for new courses **must include a library support statement** from the Bibliographer responsible for the relevant discipline to indicate whether resources are adequate to support the course.

Confirmation of Consultation/Approval

If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in another program, approval from all of the relevant parties is also required. **Proposals which require consultation but are submitted without evidence of consultation will not be considered.**

Is evidence of consultation attached? (please check) ☐ Yes ☒ Not applicable

Curriculum Toolkit: Consultation Form

Departmental Curriculum Approval

The Committee on Curriculum, Curricular Policy and Standards will not consider new course proposals that have not been approved by the Department responsible for offering the course.

Gabriela Alboiu	UPD, Linguistics; Chair, Linguistics Curriculum	August 28, 2017
Name	Position	Date
Click here to enter text.	Click here to enter text.	Click here to enter a date.
Name	Position	Date
Click here to enter text.	Click here to enter text.	Click here to enter a date.
Name	Position	Date

OFFICE OF THE FACULTY COUNCIL
NEW COURSE PROPOSAL FORM

Faculty-level Curriculum Committee Submission Deadlines & Details

Fall Winter 2018-19, Summer 2019 Academic Sessions

June 1, 2017 Complete proposal package for all proposal types

October 15, 2017 Complete proposal package for New Course proposals and Changes to Existing Courses

Early submissions are welcome and appreciated. Incomplete and late proposals may not be processed in time for the requested academic session.

New Course proposal packages include the proposal form, a library statement, and consultation form (if applicable).

New: Submit your proposal using the new [online submission form](#).

NOTE: A Change to Existing Degree/Certificate proposal is required if a new course is to be coded as a program requirement in the course repository and included in as a Degree Requirement in the official undergraduate Academic Calendar.

Department:

Languages, Literatures &
Linguistics

UPD:

Gabriela Alboiu

Proponent Name:

Susan Ehrlich

Proponent Email:

sehrlich@yorku.ca

Effective Session: Term: (e.g., Fall; Winter; Summer)

Fall

Year:

2018

New Course Information (Originator):

Faculty:

AP

Rubric:

LING

Course #:

4260

Weight:

3

Indicate both the fee and MET weight if different from the academic weight: e.g., AC = 6.00, FEE = 6

FEE:

Expected enrolment:

25

Please specify if this is a York Abroad course: ☐ Yes ☒ No

Course Title: Maximum 100 characters. The official name of the course as it will appear in the Undergraduate Calendar.

Communication Disorders: Research and Clinical Perspectives

Short Title: Maximum 40 characters, including punctuation and spaces.

The short title appears on any documents where space is limited (e.g. transcripts and lecture schedules).

Communication Disorders

Brief Course Description: Maximum 60 words. This is the official description of the course as it will appear in the Undergraduate Calendar.

The course description should be carefully written to convey what the course is about. For editorial consistency, **verbs should be in the present tense** (i.e., "This course analyzes the nature and extent of...", rather than "This course will analyze...").

This course provides research and clinical perspectives on developmental and acquired communication disorders. The causes and consequences of the disorders are examined, including their phonological, syntactic, semantic and pragmatic characteristics. The implications of such features for assessment and treatment of communication disorders are also considered.

Prerequisites:	LING 2200 3.0 (Introduction to Speech and Language Sciences); PSYC 2010 3.0 (Developmental Psychology); at least six credits in LING at the third-year level with grades of C+ or better
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Co-requisites:	None
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¹ Course credit exclusions:	None
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Language of Instruction:	English
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Include the following information only if the course is limited to a specific group of students; closed to a specific group of students; and/or if there is any additional information necessary for students to know before enrolling (notes).

Open to:	Students in the Speech and Language Sciences Program
----------	--

Not open to:	
--------------	--

Expanded Course Description: Maximum 250 Words

The expanded course description must begin with the brief course description and include topics/theories.

This course provides research and clinical perspectives on developmental and acquired communication disorders. The causes and consequences of the disorders are examined, including their phonological, syntactic, semantic and pragmatic characteristics. The implications of such features for assessment and treatment of communication disorders are also considered. Specific disorders examined include specific language impairment, autism spectrum disorder, 'deep' dyslexia, 'surface' dyslexia, aphasia, different types of aphasia, Williams syndrome, and language dissolution associated with aging. Acquired language disorders of neurological origin are examined with attention to the interplay between the breakdown of cognitive and linguistic abilities. Students are exposed to qualitative and quantitative research methods and findings that are relevant to the clinical practices of audiologists and speech-language pathologists and the implications of these for the assessment and treatment of communication disorders in children and adults.

Will this course be cross-listed?²

no

If yes, cross-listed to: (please complete details below)

Faculty:

--

Rubric:

--

Course #:

--

Weight:

--

Faculty:

--

Rubric:

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Course #:

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Weight:

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¹ "Course credit exclusion" is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

² Cross-listed courses are offered jointly by two or more teaching units (such as departments or schools), or teaching units in two or more different Faculties. Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the "same" course.

Additional cross-listings (if applicable):

Will this course be integrated with a Faculty of Graduate Studies course? (Yes/No)

no

If yes, integrated with:

Faculty:

GS

Rubric:

Course #:

Weight:

Relevance

Which program(s) (or certificates) will this new course be applicable to and how?

e.g., Program: English; Relevance: Core course.

Program:

Speech and Language Sciences

Relevance:

Core Course

Program:

Relevance:

Program:

Relevance:

Program:

Relevance:

Additional program relevance(s) (if applicable):

Course Specific Learning Outcomes:

1. Demonstrate understanding of terminology and concepts used in the description of developmental and acquired communication disorders
2. Demonstrate knowledge of quantitative and qualitative research methods and findings relevant to the study of communication disorders
3. Demonstrate knowledge of the distinguishing features of various kinds of developmental and acquired communication disorders (e.g., etiology, symptomatology, etc.)
4. Demonstrate elementary knowledge of principles of assessment and treatment for various kinds of developmental and acquired communication disorders
5. Demonstrate knowledge of the scope of the practices of speech-language pathologists and audiologists

Course Rationale:

1. How does the course contribute to the program learning outcomes of the program/degree?

Proponents are asked to specifically make reference to the **University Undergraduate Degree-Level Expectations (UUDLES) Statement** for the program/degree when providing details as to how this new course will contribute to the program learning outcomes. The OCAV Guidelines on **UUDLES** can be found [here](#).

The course contributes to the following learning objectives; these objectives are outlined in the proposal for the new program in Speech and Language Sciences:

1. DEPTH AND BREADTH OF KNOWLEDGE:

- a. Understand the development of language in normal populations and how this development can 'break down' in various speech, language and hearing disorders
- b. Understand the key concepts, methodologies, and theoretical approaches that comprise the field of speech and language sciences
- c. Understand research findings and clinical issues related to speech, language and hearing disorders

2. KNOWLEDGE OF METHODOLOGY:

- a. Demonstrate ability to construct analyses of language data, including language data from abnormal populations by formulating, testing and refining hypotheses
- b. Demonstrate an understanding of the qualitative and quantitative research methods used to investigate speech, language and hearing disorders

- c. Demonstrate ability to evaluate the appropriateness of different research methods used to investigate speech, language and hearing disorders
- d. Demonstrate ability to design qualitative and quantitative research projects in order to investigate speech, language and hearing disorders
- e. Understand ethical considerations and protocols involved in research with human participants

3. APPLICATION OF KNOWLEDGE:

- a. Demonstrate ability to apply knowledge of concepts from linguistics to language data, including language data from abnormal populations
- b. Demonstrate ability to apply knowledge of concepts from linguistics and speech and language sciences to clinical practices
- c. Demonstrate ability to apply research to clinical practices in relation to specific disorders of speech, language and hearing
- d. Demonstrate ability to draw on clinical experiences to establish new perspectives on research in speech and language sciences and disorders

4. COMMUNICATION SKILLS:

- a. Demonstrate ability to express complex information, ideas and analyses with accuracy and clarity both orally and in writing
- b. Demonstrate ability to express arguments for particular analyses of language data in a clear and coherent way, citing appropriate evidence
- c. Demonstrate ability to synthesize and critically evaluate scholarly articles in speech and language sciences and disorders both orally and in writing
- d. Demonstrate ability to synthesize and analyze information and arguments effectively and accurately, both orally and in writing, to audiences in both academic and clinical contexts

5. AWARENESS OF LIMITS OF KNOWLEDGE:

- a. Demonstrate ability to reflect critically on analyses and evidence cited in support of analyses
- b. Demonstrate an understanding of the ever-evolving nature of ideas and theories as well as the need to reflect critically upon such ideas and theories
- c. Demonstrate an ability to reflect critically on research and clinical practices in speech and language sciences and disorders

6. AUTONOMY AND PROFESSIONAL CAPACITY:

- a. Demonstrate ability to work independently and to work collaboratively
- b. Demonstrate ability to manage one's own learning in changing circumstances both within and outside the discipline/profession
- c. Demonstrate an understanding of the ethical and social responsibilities of health care professionals, especially when working with vulnerable populations
- d. Demonstrate an understanding of best professional practices for communicative disorders assistants, speech-language pathologists and audiologists

2. Please indicate the relationship of the proposed course to other existing offerings, particularly in terms of overlap in objectives and/or content.

There is some overlap between the proposed course, LING 4260 3.0, and LING 4230 3.0 (Language and the Brain). However, LING 4230 3.0 devotes a limited amount of class time to communication disorders and the communication disorders examined are only those of neurological origin. By contrast, the proposed course examines a wide range of communication disorders of varying causes and origins (i.e., the course is exclusively devoted to the investigation of communication disorders) and also considers the implications of research on communication disorders for assessment and treatment.

Course Design

Please indicate how the course design supports students in achieving the learning outcomes.

- For example, in the absence of contact hours what role does student-to-student and/or student-to-instructor communication play, and how is it encouraged?
- Detail any aspects of the content, delivery, or learning goals that involve "face-to-face" communication, non-campus attendance or

experiential education components.

- Alternatively, explain how the course design encourages student engagement and supports student learning in the absence of substantial on-campus attendance.

- If this course incorporates Experiential Education, please contact the Experience Education Program Coordinator (eelaps@yorku.ca).

This course meets face-to-face and on campus three hours a week for twelve weeks. It involves a combination of lectures, discussion and small-group activities. The lectures will expose students to concepts, research findings and theories relevant to the study of communication disorders; the discussion and small-group activities will allow students to apply the knowledge gained from lectures to case studies of specific communication disorders and to a consideration of principles of assessment and treatment.

1. Please indicate the planned frequency of offering and the number of sections anticipated (every year, alternate years, etc.)?

Frequency of offering:	Once a year
Number of sections anticipated:	One

2. Please list the names of the department/school members currently competent to teach the course.

Given the clinical and practical dimensions of this course, our intention is to have a practicing speech-language pathologist teach it. Since there is no such person among the full-time faculty members in the Linguistics section, we will either hire through CUPE or request a CUPE-exempt position in order to staff the course.

3. Please list the instructor(s) likely to teach the course in the coming year.

--

4A. Please indicate the number of contact hours (defined in terms of hours, weeks, etc) in order to indicate whether an effective length of term is being maintained.

Hours:	3 contact hours per week
Weeks:	12

4B. or in the absence of scheduled contact hours a detailed breakdown of the estimated time students are likely to spend engaged in learning activities required by the course.

--

Evaluation:

Please address the following questions and provide details:

1. Please provide a detailed description of the basis of evaluation for the proposed course, including the type and percentage value of each assignment (out of 100%).

Note: when participation is one of the methods of evaluation, please provide a brief description of how it will be evaluated (e.g., participation in tutorial discussions; submission of response papers; leading a tutorial discussion; etc.).

Assignment:	2 Critical Reviews of Articles/Book Chapters (10% each)	Value (%):	20%
Assignment:	Article Presentation	Value (%):	10%
Assignment:	Proposal for Research Project and Annotated Bibliography	Value (%):	15%
Assignment:	Research Project	Value (%):	45%

Assignment:	Participation (i.e., participation in class discussions/small-group activities)	Value (%):	10%
Assignment:		Value (%):	
Assignment:		Value (%):	
Assignment:		Value (%):	
			Total (%): 100 %

2. If the course is to be integrated (graduate/undergraduate), please list the additional evaluation requirements for graduate students.

3. If the proposed course is amenable to technologically mediated forms of delivery, please identify how the integrity of learning evaluation will be maintained (will "on-site" examinations be required, etc.)

Other Resources:

Please provide a statement regarding the adequacy of physical resources (equipment, space, etc.). If other resources will be required to mount this course, please explain.

Courses will not be approved unless it is clear that adequate resources are available to support it.

No resources are required beyond a 'smart' classroom

Bibliography and Resources Lists

The reading lists must contain complete bibliographical information (full name of author, title, year of publication, etc.).

Required Reading List

The texts and readings included on this list are to be chosen from:

Required Texts:

Damico, Jack S., Muller, Nicole and Ball, Martin J. eds. (2010) *The Handbook of Language and Speech Disorders*. Oxford: Wiley Blackwell.

Irwin, David, Pannbacker, Mary and Lass, Norman (2013) *Clinical Research Methods in Speech-Language Pathology and Audiology*, 2nd edition. San Diego, CA: Plural Publishing.

Suggested Reading List

- Bishop, Dorothy and Leonard, Lawrence (2001) *Speech and Language Impairments in Children: Causes, Characteristics, Intervention and Outcome*. Hove, UK: Psychology Press.
- Caplan, David (1987) *Neurolinguistics and Linguistic Aphasiology*. Cambridge, UK: Cambridge University Press.
- Hillis, Argye (2013) *The Handbook of Adult Language Disorders*. Hove, UK: Psychology Press.
- Hulme, Charles and Snowling, Margaret J. (2009) *Developmental Disorders of Language Learning and Cognition*. Oxford: Wiley Blackwell.
- Ingram, John (2007) *Neurolinguistics: An Introduction to Spoken Language Processing and Disorders*. Cambridge, UK: Cambridge University Press.
- Leonard, Lawrence (2014) *Children with Specific Language Impairment*, 2nd edition. Cambridge, MA: MIT Press.
- Murdoch, Bruce (2009) *Acquired Speech and Language Disorders*, 2nd edition. Oxford: Wiley Blackwell.
- Norbury, Courtenay, Tomblin, Bruce and Bishop, Dorothy (2008) *Understanding Developmental Language Disorders: From Theory to Practice*. Hove, UK: Psychology Press.
- Obler, Lorraine and Gjerlow, Kris (1999) *Language and the Brain*. Cambridge, UK: Cambridge University Press.
- Robb, Michael (2014) *Intro: A Guide to Communication Sciences and Disorders*, 2nd edition. San Diego, CA: Plural Publishing.

Online Resources List

<https://www.nidcd.nih.gov/health/specific-language-impairment>
<http://www.asha.org/public/hearing/disorders/understand-apd-child.htm>
<http://www.apraxia-kids.org/learn-about-apraxia/library/>

If the course is to be integrated (graduate/undergraduate), please list the additional readings required for graduate students (please include complete bibliographical information as indicated above).

If no additional readings are to be required, please provide a rationale as to why.

Library Support Statement:

Proposals for new courses **must include a library support statement** from the Bibliographer responsible for the relevant discipline to indicate whether resources are adequate to support the course.


Confirmation of Consultation/Approval

If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in another program, approval from all of the relevant parties is also required. **Proposals which require consultation but are submitted without evidence of consultation will not be considered.**

Is evidence of consultation attached? (please check) ☐ Yes ☒ Not applicable

Departmental Curriculum Approval

The Committee on Curriculum, Curricular Policy and Standards will not consider new course proposals that have not been approved by the Department responsible for offering the course.

Gabriela Alboiu		UPD, Linguistics; Chair, Linguistics Curriculum	August 28, 2017
Name	Position	Date	
Click here to enter text.	Click here to enter text.	Click here to enter a date.	
Name	Position	Date	
Click here to enter text.	Click here to enter text.	Click here to enter a date.	
Name	Position	Date	

Supporting Documents from Library



Scott Reference

4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736-2100
Ext. 33428
Fax 416 736-5920
<http://www.library.yorku.ca/ScottReference>

May 25, 2017

Re: New Course Proposal – *LING2200 Introduction to Speech and Language Sciences*

Dear Dr. Susan Ehrlich,

I have reviewed the new course proposal material for *LING2200 Introduction to Speech and Language Sciences*. The York University Libraries already adequately supports *LING2110 Phonetics*, however there were several titles from the proposed bibliography that is not currently owned by the Libraries. These books will be ordered and made available in time for the proposed fall 2018 start date. As this course is part of the proposed new program in Speech and Language Sciences, the Libraries would also welcome assistance from faculty to help strengthen the collection in these new areas.

Currently the Libraries provide access to a wide collection of resources to support students studying linguistics and the physiological and psychological aspects of speech. The collection includes other journals and monographs in the field, with access to important databases such as *Linguistics and Language Behavior Abstracts (LLBA)*, *PsycInfo*, *PubMed* and *Web of Science*. Students are encouraged to make use of the research guides the Library provides, in particular the ones for Linguistics & Applied Linguistics, Health, and Psychology. Additionally, support for research is available in the Scott Library Learning Commons or via the reference assistance desk.

Course instructors are encouraged to request that required readings be placed on reserve in the Libraries, especially in the case of materials for which high demand is expected.

In summary, the York University Libraries can support this course.

Sincerely,

A handwritten signature in black ink, appearing to read "Norda Bell", written over a horizontal line.

Norda Bell

Linguistics and Applied Linguistics Librarian





UNIVERSITÉ
UNIVERSITY

UNIVERSITY
LIBRARIES

Scott Reference

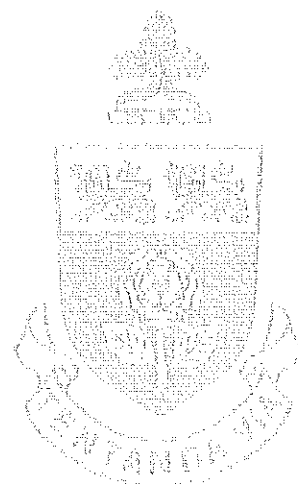
4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736-2100
Ext. 33428
Fax 416 736-5920
<http://www.library.yorku.ca/ScottReference>

May 25, 2017

Re: New Course Proposal – *LING4260 Communication Disorders: Research and Clinical Perspectives*

Dear Dr. Susan Ehrlich,

I have reviewed the new course proposal material for *LING4260 Communication Disorders: Research and Clinical Perspectives*. The York University Libraries has a good collection of monograph titles on communication disorders (primarily housed at the Scott and Steacie Science libraries) including the two required titles. However, there were several titles from the suggested reading list that is not currently owned by the Libraries. These books will be ordered and made available in time for the proposed fall 2018 start date.



Currently the Libraries provide access to a wide collection of resources to support students in this course. The collection includes other journals and monographs in the field, with access to important databases such as *Linguistics and Language Behavior Abstracts (LLBA)*, *PsycInfo*, *PubMed* and *Web of Science*. Students are encouraged to make use of the research guides the Library provides, in particular the ones for Linguistics & Applied Linguistics, Health, and Psychology. Additionally, support for research is available in the Scott Library Learning Commons or via the reference assistance desk.

Course instructors are encouraged to request that required readings be placed on reserve in the Libraries, especially in the case of materials for which high demand is expected.

In summary, the York University Libraries can support this course.

Sincerely,

Norda Bell

Linguistics and Applied Linguistics Librarian



YORK UNIVERSITY
LIBRARIES

Office of the
University Librarian

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5601
F 416 736 5451
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

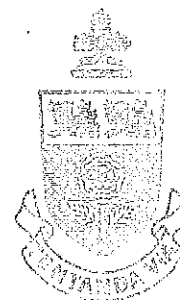
York University Libraries is well-positioned to support the proposed undergraduate program in Speech and Language Sciences.

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





New proposed Specialized Honours Bachelor of Arts in Speech and Language Sciences

York University Libraries

May 2017

UNIVERSITÉ
UNIVERSITY

Submitted by Norda Bell, Linguistics & Applied Linguistics Librarian

INTRODUCTION

This statement of library support for the proposed Specialized Honours Bachelor of Arts in Speech and Language Sciences has been prepared in accordance with the guidelines outlined in the Quality Assurance Framework as set out by the Ontario Universities Council on Quality Assurance. It describes the level of support currently provided by York University Libraries (YUL) for the proposed Speech and Language Sciences program (Linguistics section) in the Department of Languages, Literatures and Linguistics. The Libraries support the Faculty of Liberal Arts and Professional Studies through collections, instructional services, research assistance, access to knowledge resources, supporting research dissemination and providing adaptive services.

COLLECTIONS SUPPORT

The proposed new Speech and Language Sciences program will consist of existing courses offered in Linguistics, Psychology and Kinesiology, in addition to two new core courses (*LING 2200 Introduction to Speech and Language Sciences*, and *LING 4260 Communication Disorders: Research and Clinical Perspectives*) required for Speech and Language Science majors. The Libraries' collection already adequately supports all courses within the Department of Languages, Literatures & Linguistics (DLLL), School of Kinesiology and the Department of Psychology. Subject liaison librarians and the Libraries' collections support the teaching and learning needs of the faculty as well as the students enrolled in these programs and their courses.

Formats

The Libraries' collection comprises of print, electronic, audio-visual, and microform resources in the form of monograph, journals, reference materials, films, videos, DVDs, government documents and statistics. Digital/electronic resources can be accessed from all libraries and off-campus through the York University Libraries' web site.

Location of Resources

The print materials for courses are located primarily at the Scott Library for the Linguistics and Psychology collections, and at the Steacie Science and Engineering Library for the Kinesiology and Science collections. Both Scott Library and the Steacie Science Library have resources related to speech sciences (P95, QP 306), speech disorders (RC 423) and acoustic phonetics (QP 306). Monographs on speech anatomy (QP 306, QM 251) and neurological and physiological aspects of language & speech are primarily available at the Steacie Science Library. Audio-visual resources are primarily at the Sound and Moving Image Library with some resources at Steacie Science & Engineering Library. The Libraries also purchases French language resources, and these are primarily located at the Frost Library located at Glendon campus.

Reference materials

Print and digital specialized encyclopaedias, dictionaries, glossaries, handbooks, directories, bibliographies, and much more are available in the Libraries' collections and on web pages. These include the *Encyclopedia of Language and Linguistics*, *Atlas of Neuroanatomy for Communication Science and Disorders*, *Handbook of Phonetic Sciences* and the *Handbook of Clinical Linguistics*. Researchers in particular will find the *Annual Review of Applied Linguistics*, and the *Annual Review of Cognitive Linguistics* useful for up-to-date review of research and scholarship in key areas of applied linguistics.

Print & electronic books (e-books)

York University Libraries has had long-term agreements with two major suppliers of academic books: Gobi (formerly YBP) and Coutts. Librarians, in consultation with representatives of both companies, have set up a profile for each major subject area and whenever items match the profile, they are sent to the Libraries from Gobi and Coutts. This "shelf-ready" system ensures that books are quickly added to the collection. Searches are also conducted in *Worldcat* to locate titles of relevance and interest. Discrete orders are also generated from the "suggestions for purchase" link on York University Libraries' website and, most importantly, the bibliographies that are attached to new course proposals. We have acquired a number of e-book packages from different publishers under consortial agreements as well as a significant number of e-book packages that are unique to York University. These can be accessed by the York academic community via the Libraries' catalogue and also by browsing the *Scholars Portal e-books* platform. Included are *PsycBooks*, *ProQuest EBook Central* and *Books@Ovid*.

Journals (including e-journals)

The journal collection is especially important since research in linguistics depends primarily on journal literature. Online subscriptions are maintained for all significant periodicals, and back runs are acquired if available. The demand for periodicals, particularly online journals, is increasingly fulfilled through our involvement and memberships in consortia. The Libraries take full advantage of these consortial purchases which provide online access to large sets of academic e-journals. York University's membership in two key consortia – the *Ontario Council of University Libraries (OCUL)* and the *Canada Research Knowledge Network (CRKN)* has provided the York community with a wealth of electronic resources. Many journals are also made available directly from publishers' websites. According to the latest Journal Citation Reports (2015), the York University Libraries' subscribes to all of the 10 top ranked journals in linguistics. The top journals (*Journal of Memory and Language*, *Applied Linguistics*, *Brain and Language*, *Bilingualism: Language and Cognition*, *Studies in Second Language Acquisition*,

Language and Cognitive Processes, Journal of Fluency Disorders, Computational Linguistics, Language Teaching and, Language Learning) are all available electronically to York students, and faculty members. JSTOR also provides full-text access to 52 linguistic journal titles.

Relevant Databases & Indexes

YUL subscribe to a very large number of subject-specific and inter-disciplinary periodical indexes / databases. Researchers in linguistics have access to a wide array of subject-specific and multidisciplinary indexes and abstracts as well as corresponding full-text journals and electronic books. *Linguistics and Language Behavior Abstract (LLBA)*, the primary periodical index for linguistics, is available online and provides thorough indexing of the literature back to 1973. Other relevant indexes and databases include *Medline* (Pubmed), *Web of Science*, *PsycInfo*, *Scopus*, *ERIC* and *CINAHL*. Subject guides that might be useful for researchers in the new proposed Speech and Languages Science program include:

Linguistics & Applied Linguistics: <http://researchguides.library.yorku.ca/linguistics>

Psychology: <http://researchguides.library.yorku.ca/psychology>

Kinesiology: <http://researchguides.library.yorku.ca/kinesiology>

Health Studies & Global Health: <http://researchguides.library.yorku.ca/health>

All of these subject guides are easily accessed from the Libraries' homepage and can be viewed from the indicated links. All of these databases have a "link to local holdings" feature which makes it easy to access articles in the journals to which York subscribes as well as to open-access materials.

3D Human Anatomy Database

The York University Libraries subscribes to *Primal Pictures (Anatomy TV)*, a dynamic interactive multimedia overview of human anatomy, which features three-dimensional animations that illustrate function, biomechanics, and surgical procedures. Clinical videos and textual descriptions by leading specialists supplement the animations and models. Interactive learning modules covering basic human anatomy focus on one or more areas of the body, from a generalist's or specialist's perspective. The *3D Human Anatomy for Speech Language Pathology* module would be particularly useful for students in the Speech and Languages Science program.

York Space

York Space, York University's institutional repository of research, offers a number of collections that might be of interest to linguistics students and faculty. The *Association for Portuguese and Lusophone Studies*, *Centre for Research on Language Contact*, and *Dialectology* collections comprise of scholarly materials (papers, articles, book chapters, presentations etc.).

SUPPORTING TEACHING & LEARNING

Information literacy (IL) is an essential component of students' education. Without the skills to find, retrieve, evaluate and use information, students cannot participate fully in a university environment and a disciplinary culture. Critical engagement with information is an integral component of scholarly

discourse and fundamental when involving students in teaching and learning. Subject librarians align information literacy instruction with the Association of College and Research Libraries (ACRL)'s Framework for Information Literacy for Higher Education at:
<http://www.ala.org/acrl/standards/ilframework>

Over the last three years, on average the Libraries have delivered 700 information literacy sessions per year reaching over 25,000 students annually. In addition to library computer lab spaces, course-related IL instruction is also provided in a variety of venues such as lecture-halls, classrooms, and computer labs across campus. Instruction occurs at a variety of levels in the curriculum as part of the regular classroom schedule, and is often tied to specific assignments. Traditionally, there have been few IL requests for undergraduate level linguistics courses. However, an opportunity exists for fruitful collaboration with the Undergraduate Program Director and the Linguistics Liaison Librarian to enhance critical thinking and research skills, particularly in preparation for a major research paper.

LIBRARY SERVICES & SPACES

Specialized Liaison Librarian

The liaison librarian for linguistics develops the linguistic collection in accordance with collection development policies geared to the courses and programs of study offered. In addition to building the collection, the liaison librarian assist students and faculty with research, provide in-class workshops, develop guides to research and liaise with faculty. The Linguistics & Applied Linguistics research guide (<http://researchguides.library.yorku.ca/linguistics>) provides a list of key resources needed for research in linguistics as well as the Linguistics Liaison Librarian's contact information.

Individual Research Assistance

Individual research assistance is available to both undergraduate and graduate students in person, as well as via online chat, email, and telephone. All eight libraries at York University provide a Reference / Research Desk where students can request individual assistance with finding and using library resources and developing effective search strategies, as well as technical assistance. For more specialized assistance, students can also book an appointment with a subject specialist.

Scott Library Learning Commons

The Scott Library Learning Commons brings together librarians, writing specialists, learning specialists and career advisors into a single, student friendly space where students are welcome to drop-in for personal assistance with all aspects of the researching and writing processes. Professional staff can assist with choosing an appropriate research topic, identifying and evaluating the best scholarly materials on the topic, improving reading and note-taking skills, developing a thesis statement, preparing an outline and learning to edit the essay, formatting a bibliography, and more.

Managing Search Results

Basic technical support for the use of citation management software, such as Zotero, is available within the Libraries. A guide to using Zotero is available at:
<http://researchguides.library.yorku.ca/zotero>

Intercampus Borrowing

In order to ensure students can easily access materials the Libraries provide an intercampus borrowing system at no charge to students across two campuses. Students can submit a request online to have library materials delivered from one campus to the other by the following business day. Students can also use a free shuttle service to travel between campuses.

Interlibrary Loans, Resource Sharing and Off-Campus Resources

Undergraduate students and faculty have access to the collections of other university libraries through the interlibrary loan system called RACER (Rapid Access to Collections by Electronic Requesting). York University Libraries subsidize interlibrary loans for students and faculty who may borrow materials RACER at no cost.

All libraries in Ontario, except the University of Toronto, support a direct borrowing program that allows students and faculty to borrow materials when visiting other Ontario university libraries. Many Canadian universities support reciprocal borrowing by undergraduate students and faculty.

CONCLUSION

Overall, the Libraries' collections and services are very strong to support the teaching, learning and research needs of the proposed new Linguistics B.A. in Speech and Language Sciences. The Libraries already adequately supports the current linguistics and applied linguistics undergraduate program. This support stems from collaboration between the Libraries and faculty members and the student community. Collection development in the library is ongoing, and is based on a commitment to developing library resources that are in alignment with the University's curricular and research activities.

In summary, I would state that we are very well positioned to support the new undergraduate linguistics program in Speech and Language Sciences.

APPENDIX 1: LIBRARY STATISTICS (from 2013-14 York University Libraries Annual Report)

CIRCULATION	2011/2012	2012/2013	2013/2014
Scott			
Circulation Services	78,661	102,247	78,545
Reserves	46,314	43,347	38,764
Self Check	180,576	146,662	135,647
Total	305,551	292,256	252,956
Sound and Moving Image Library			
Circulation	54,322	44,214	34,703
Reserves	1,118	803	496
Total	55,440	45,017	35,199
Archives & Special Collections	3,674	3,123	2,864
Map Library			
Circulation	187	267	252
Reserves	747	235	258
GIS	10,763	2,427	1,603
Total	11,697	2,929	2,113
Bronfman			
Circulation	7,583	6,238	5,571
Reserves	7,262	7,015	6,807
Total	14,845	13,253	12,378
Frost			
Circulation	20,136	18,177	17,969
Reserves	2,225	1,812	1,987
Total	22,361	19,989	19,956
Steacie			
Circulation	9,817	7,244	6,136
Reserves	26,450	24,103	20,703
Self check	16,115	14,499	11,578
Total	52,382	45,846	38,417
Total Circulation	381,834	345,098	294,868
Total Reserves	84,116	77,315	69,015
Total Item Circulation	465,950	422,413	363,883
Renewals	420,534	387,429	338,446
Total Transactions	886,484	809,842	702,329
Nellie Rowell Langford Library	1,636	1,425	1,218
Education Resource Centre	15,485	14,021	11,967

USE OF ERESOURCES	2011/2012	2012/2013	2013/2014
Number of successful fulltext article requests	2,580,451	2,967,518	3,469,115
Number of database searches	11,373,598	11,942,278	21,373,886

LAPTOP LENDING	2011/2012	2012/2013	2013/2014
Scott	6,956	3,703	1,388
Bronfman	398	252	292
Frost	8	6	336
Steacie	1,335	581	208
Total	8,697	4,542	2,224

APPENDIX 1: LIBRARY STATISTICS (from 2013-14 York University Libraries Annual Report)

ITEMS SHELVED	2011/2012	2012/2013	2013/2014
Scott			
Circulation	646,382	512,582	435,987
Government Documents	7,039	4,799	3,410
Microtext	18,654	17,083	17,313
Reference	2,469	1,865	1,148
Reserves	9,679	4,999	6,507
Map Library	4,795	5,678	5,365
Archives & Special Collections	8,142	9,159	5,034
Bronfman	21,924	17,165	17,758
Frost	45,611	40,521	35,305
Steacie	65,344	57,931	44,889
Total	830,039	671,782	572,716

COLLECTION GROWTH	As of April-30-12	As of April-30-13	As of April-30-14
Print Volumes	2,326,764	2,365,014	2,360,851
Microform Units	4,166,311	4,182,047	4,195,918
Journal Titles/Other Subscriptions	4,952	4,653	3,993
Digital Journal Titles	76,494	80,560	90,261
Digital Monograph Titles	656,909	698,045	727,512
Media			
Maps	112,934	113,477	113,534
Aerial Photographs	5,051	5,051	5,051
GIS Data titles	684	684	698
Sound Recordings	43,302	43,591	44,732
Videocassettes	8,922	8,870	8,678
Films	2,708	2,679	2,679
DVDs	18,110	19,454	21,315
Manuscripts and Archives			
Manuscripts (Linear metres)	4,504	4,543	4,657
University Records (Linear metres)	918	925	942
Photographs (Linear metres)	394	399	399
Moving Image Archives (Linear metres)	88,955	89,004	89,072
Titles Catalogued	380,207	193,230	54,927

DIGITAL COLLECTIONS @ York	2011/2012	2012/2013	2013/2014
Digital Items Created	14,739	30,124	24,334
Total Digital Items	54,355	86,605	110,939

APPENDIX 1: LIBRARY STATISTICS (from 2013-14 York University Libraries Annual Report)

RESOURCE SHARING		2011/2012	2012/2013	2013/2014
ILL, Interfilm	Total Lending	10,777	9,535	8,831
ILL, Interfilm	Total Borrowing	5,301	4,591	4,445

REFERENCE SERVICES		2011/2012	2012/2013	2013/2014
Scott				
Information Desk				
Reference	2,543	9,341	8,848	
Other	36,252	21,389	7,275	
Total Transactions	38,795	30,730	16,123	
Scott Reference				
Reference	8,821	8,327	7,234	
Other	3,360	1,546	1,289	
Total Transactions	12,181	9,873	8,523	
Sound and Moving Image				
Reference	5,223	1,633	862	
Other		980	181	
Total Transactions	5,223	2,613	1,043	
Map Library				
Reference	3,414	1,083	570	
Other	2,253	1,499	1,423	
Total Transactions	5,667	2,582	1,993	
Archives & Special Collections				
New Users	675	641	345	
Returning users	387	484	235	
Total Users	1,062	1,125	580	
Bronfman				
Reference	5,559	5,970	6,415	
Other	14,214	15,487	14,863	
Total Transactions	19,773	21,457	21,278	
Steacie				
Reference	12,409	4,203	4,305	
Other	4,231	5,216	3,203	
Total Transactions	16,640	9,419	7,508	
Frost				
Reference	2,693	1,908	1,557	
Other	2,146	2,320	2,300	
Total Transactions	4,839	4,228	3,857	
Total Reference		44,050	33,952	30,371
All Transactions		105,439	82,727	60,905
Virtual Reference		2,435	2,368	2,470

APPENDIX 1: LIBRARY STATISTICS (from 2013-14 York University Libraries Annual Report)

LIBRARY INSTRUCTION	2011/2012		2012/2013		2013/2014	
	Classes	Participants	Classes	Participants	Classes	Participants
Archives	31	801	33	563	22	436
Bronfman	115	3,338	98	2,868	124	4,520
Frost	64	2,169	73	2,628	71	1,697
Maps	48	1,423	39	891	38	1,093
Scott	347	13,099	382	14,298	345	12,892
Steacie	89	5,460	129	5,807	125	4,707
Total	694	26,290	754	27,055	725	25,345

LIBRARY ACCESSIBILITY SERVICES	2012/13	2013/14
Pages Scanned	747,987	617,963
Total Texts Provided	1,882	3,256

STUDY SEATS	2012/13	2013/14
Scott	2,108	2,108
Bronfman	321	321
Frost	236	247
Steacie	337	337
Total	3,002	3,013

Turnstile Count	2011/2012	2012/2013	2013/14
Scott	2,559,753	2,512,098	2,426,675
Bronfman	292,911	282,736	287,969
Frost	108,575	89,598	82,480
Steacie	432,640	382,120	278,995
Total	3,393,879	3,266,552	3,076,119

OPERATING BUDGET	2011/2012	2012/2013	2013/2014
Salaries	\$ 11,007,011	\$ 11,360,677	\$ 11,426,013
Part Time Assistance	\$ 908,958	\$ 772,729	\$ 944,488
Benefits	\$ 2,632,769	\$ 2,685,270	\$ 2,693,041
Subtotal	\$ 14,548,738	\$ 14,818,676	\$ 15,063,542
Collections	\$ 10,374,644	\$ 10,420,140	\$ 10,547,459
Binding	\$ 31,114	\$ 30,000	\$ 40,796
Subtotal	\$ 10,405,758	\$ 10,450,140	\$ 10,588,255
General operating	\$ 1,975,435	\$ 2,002,775	\$ 1,826,869
Total Expenses	\$ 26,929,931	\$ 27,271,591	\$ 27,478,665
Recovery	\$ 973,142	\$ 965,004	\$ 887,945
Total Expenses less recovery	\$ 25,956,789	\$ 26,306,587	\$ 26,590,721
Gifts in Kind	\$ 588,980	\$ 890,825	\$ 523,535

Supporting Documents from Units

liberal arts & professional studies



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.

liberal arts & professional studies



DATE: [Click here to enter a date.](#)

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.

liberal arts & professional studies



DATE: [Click here to enter a date.](#)

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.

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DATE: [Click here to enter a date.](#)

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.

External Reviewer Nominations

Template for External Reviewer Nominees

1. Name of Proposed Reviewer: John Esling
2. Rank: Professor Emeritus
3. Institution: (include mailing address, telephone, and e-mail address)

Department of Linguistics
University of Victoria
Clearihue Building D341
Victoria, British Columbia
esling@uvic.ca
250-721-6634

4. Degrees:

Degree	University	Discipline	Date
Ph.D.	University of Edinburgh	Linguistics	Not found
M.A.	University of Michigan	Linguistics	1972

5. Area(s) of Specialization: (relate these to the program(s) undergoing review)

Articulatory and Auditory Phonetics

Professor Esling works in the area of phonetics, an area closely connected to the field of speech and language sciences.

6. Experience/expertise relevant to the service as a reviewer: (academic administrative experience in such roles as undergraduate or graduate program coordinators, department chair, dean, graduate dean or associated positions; academic recognition)

Professor Esling was Chair of the Department of Linguistics at University of Victoria from 2008 to 2013. He is a Fellow of the Royal Society of Canada and is the author of over 100 scholarly articles. He is former editor of the *Journal of the International Phonetic Association* (from 2003-2011) and was President of the International Phonetic Association from 2011-2015).

7. Recent scholarly activity: (if possible cite 3 to 5 recent publications giving title, date, kind of publication, journal, or publisher if book)

Esling, John H., Christopher Coey & Scott R. Moisiuk. (2014). Auditory categories and laryngoscopic/ultrasound images in the IPA Phonetics app. *Canadian Acoustics*, 42 (3), 98-99.

Esling, John H. (2014). States of the larynx in laughter. In Jürgen Trouvain & Nick Campbell (Eds.), *Phonetics of Laughing*. Saarbrücken: Universaar –Saarland University Press.

Moisiuk, Scott R., Hua Lin & John H. Esling.(2014). A study of laryngeal gestures in Mandarin citation tones using simultaneous laryngoscopy and laryngeal ultrasound (SLLUS). *Journal of the International Phonetic Association*, 44, 21-58.

Moisiuk, Scott R. & Esling, John H. (2014). Modeling the biomechanical influence of epilaryngeal stricture on the vocal folds: a low-dimensional model of vocal-ventricular fold coupling. *Journal of Speech, Language, and Hearing Research*.

Esling, John H. (2013) Voiceand phonation. In Mark J. Jones & Rachael-Anne Knight (Eds.), *The Bloomsbury Companion to Phonetics* (pp. 110-125). London: Bloomsbury.

Esling, John H. (2012). Voice quality. In Carol A. Chapelle (and John Levis & Murray Munro) (Eds.), *Encyclopedia of Applied Linguistics*. Boston: Wiley-Blackwell.

8. Previous affiliation with York, if any: (The existence of some previous relationship with York or its faculty will not necessarily rule out selection as a consultant; however, nominees should not normally have close recent affiliations with the University, or close collegial or working relations with faculty members in programs to be reviewed.)

No affiliation with York.

Template for External Reviewer Nominees

1. Name of Proposed Reviewer: Bryan Gick
2. Rank: Professor
3. Institution: (include mailing address, telephone, and e-mail address)

Department of Linguistics
University of British Columbia
Totem Field Studios
2613 West Mall
Vancouver, British Columbia V6T 1Z4
gick@mail.ubc.ca
604-822-4817

4. Degrees:

Degree	University	Discipline	Date
Ph.D.	Yale	Linguistics	1999
M.A.	Yale	Linguistics	1995

5. Area(s) of Specialization: (relate these to the program(s) undergoing review)

Phonetics, Laboratory Phonology, Speech Sciences, Speech Motor Control, Speech Production and Perception

Professor Gick's areas of specialization are closely related to the field of speech and language sciences. Indeed, he lists 'speech sciences' as one of his areas of specialization. Moreover, he is an associate member of the UBC School of Audiology and Speech Sciences.

6. Experience/expertise relevant to the service as a reviewer: (academic administrative experience in such roles as undergraduate or graduate program coordinators, department chair, dean, graduate dean or associated positions; academic recognition)

Professor Gick is Head of the Department of Linguistics at UBC. He is also Director of the Interdisciplinary Speech Research Laboratory at UBC. He has had numerous research grants and has authored numerous articles. He was awarded a Guggenheim Fellowship in 2017.

7. Recent scholarly activity: (if possible cite 3 to 5 recent publications giving title, date, kind of publication, journal, or publisher if book)

(2017) Computer simulation of the vocal tract in speech production

I Stavness, E Widing, F Roewer-Despres, B Gick

The Journal of the Acoustical Society of America 141 (5), 3647-3647

(2017) Effects of cosmetic tongue bifurcation on English fricative production

A Budd, M Schellenberg, B Gick

Clinical linguistics & phonetics 31 (4), 283-292

(2017) Speaking tongues are actively braced

B Gick, B Allen, F Roewer-Després, I Stavness

Journal of Speech, Language, and Hearing Research 60 (3), 494-506

(2017) The quantal larynx: The stable regions of laryngeal biomechanics and implications for speech production

SR Moisik, B Gick

Journal of Speech, Language, and Hearing Research 60 (3), 540-560

(2016) Does swallowing bootstrap speech learning?

C Mayer, F Roewer-Despres, I Stavness, B Gick

Canadian Acoustics 44 (3)

(2015) Quantal biomechanics in an embodied phonetics

B Gick, SR Moisik

The Journal of the Acoustical Society of America 137 (4),
2301-2301

8. Previous affiliation with York, if any: (The existence of some previous relationship with York or its faculty will not necessarily rule out selection as a consultant; however, nominees should not normally have close recent affiliations with the University, or close collegial or working relations with faculty members in programs to be reviewed.)

No affiliation with York.

Template for External Reviewer Nominees

1. Name of Proposed Reviewer: Linda Polka
2. Rank: Professor
3. Institution: (include mailing address, telephone, and e-mail address)

School of Communication Sciences and Disorders
McGill University
2001 McGill College, 8th Floor
Montreal, Quebec H3A 1G1
514-398-4137
linda.polka@mcgill.ca

4. Degrees:

Degree	University	Discipline	Date
Ph.D.	University of South Florida	Psychology and Human Communication Disorders	Not found
M.A.	University of Minnesota	Experimental Psychology	Not found

5. Area(s) of Specialization: (relate these to the program(s) undergoing review)

Infant Speech Perception, Phonetics, Phonology

Professor Polka's areas of expertise are closely connected to the field of speech and language sciences. Moreover, she is in the School of Communication Sciences and Disorders at McGill.

6. Experience/expertise relevant to the service as a reviewer: (academic administrative experience in such roles as undergraduate or graduate program coordinators, department chair, dean, graduate dean or associated positions; academic recognition)

Professor Polka is a full professor and directs the Speech Perception Lab at McGill.

7. Recent scholarly activity: (if possible cite 3 to 5 recent publications giving title, date, kind of publication, journal, or publisher if book)

2017 Masapollo M, **Polka L**, Ménard L. A universal bias in adult vowel perception - By ear or by eye. *Cognition*. 166: 358-370.

2017 Masapollo M, **Polka L**, Molnar M, Ménard L. Directional asymmetries reveal a universal bias in adult vowel perception. *The Journal of the Acoustical Society of America*. 141: 2857.

2016 Nam Y, **Polka L**. The phonetic landscape in infant consonant perception is an uneven terrain. *Cognition*. 155: 57-66.

2016 **Polka L**, Orena AJ, Sundara M, Worrall J. Segmenting words from fluent speech during infancy - challenges and opportunities in a bilingual context. *Developmental Science*.

2016 Kadam MA, Orena AJ, Theodore RM, **Polka L**. Reading ability influences native and non-native voice recognition, even for unimpaired readers. *The Journal of the Acoustical Society of America*. 139: EL6.

2015 Orena AJ, Theodore RM, **Polka L**. Language exposure facilitates talker learning prior to language comprehension, even in adults. *Cognition*. 143: 36-40.

2015 Masapollo M, **Polka L**, Ménard L. When infants talk, infants listen: pre-babbling infants prefer listening to speech with infant vocal properties. *Developmental Science*.

2014 **Polka L**, Masapollo M, Ménard L. Who's talking now? Infants' perception of vowels with infant vocal properties. *Psychological Science*. 25: 1448-56.

8. Previous affiliation with York, if any: (The existence of some previous relationship with York or its faculty will not necessarily rule out selection as a consultant; however, nominees should not normally have close recent affiliations with the University, or close collegial or working relations with faculty members in programs to be reviewed.)

No affiliation with York.

Template for External Reviewer Nominees

1. Name of Proposed Reviewer: Yvan Rose
2. Rank: Associate Professor
3. Institution: (include mailing address, telephone, and e-mail address)

Department of Linguistics
Memorial University of Newfoundland
St. John's, Newfoundland A1B 3X9
709-864-2332
yrose@mun.ca

4. Degrees:

Degree	University	Discipline	Date
Ph.D.	McGill	Linguistics	2000
M.A.	Laval	Linguistics	Not found

5. Area(s) of Specialization: (relate these to the program(s) undergoing review)

Phonology, Language Acquisition, Experimental Phonetics

Professor Rose's areas of specialization are closely connected to the field of speech and language sciences. He is the Director of the Speech Sciences and Language Acquisition Laboratory at Memorial, a facility that supports research on language acquisition and related pathologies.

6. Experience/expertise relevant to the service as a reviewer: (academic administrative experience in such roles as undergraduate or graduate program coordinators, department chair, dean, graduate dean or associated positions; academic recognition)

As noted above, Professor Rose directs a lab devoted to research in speech sciences and language acquisition. He was the recipient of a Petro Canada Young Innovator Award from 2006-2008.

7. Recent scholarly activity: (if possible cite 3 to 5 recent publications giving title, date, kind of publication, journal, or publisher if book)

Rose, Yvan. to appear. Phonological Categories and their Manifestation in Child Phonology. In Maya Hickmann, Edy Veneziano & Harriet Jisa (eds.), *Sources of Variation in First Language Acquisition: Languages, Contexts, and Learners*. (Trends in Language Acquisition Research (TiLAR)). Amsterdam: John Benjamins.

McAllister Byun, Tara & Yvan Rose. 2016. Analyzing Clinical Phonological Data Using Phon. *Seminars in Speech and Language* 37(2). 85–105.

McAllister Byun, Tara, Sharon Inkelas & Yvan Rose. 2016. The A-map Model: Articulatory Reliability in Child-specific Phonology. *Language* 92(1). 141–178.

Rose, Yvan & Carol Stoel-Gammon. 2015. Using Phonbank and Phon in Studies of Phonological Development and Disorders. *Clinical Linguistics & Phonetics* 29(8-10). 686–700.

Almeida, Laetitia, Yvan Rose & Maria João Freitas. 2015. Développement bilingue de la phonologie: théorie, données, et méthodologie. *Revue de linguistique et de didactique des langues* 51. 143–168.

MacLeod, Andrea, Marie Hémond, Sabah Meziane & Yvan Rose. 2015. Le profil phonologique d'enfants ayant un trouble du développement des sons de la parole. *Rééducation orthophonique* 263. 87–103.

Rose, Yvan. 2014. The Emergence of First Language Phonology: Perception, Articulation and Representation. João Costa, Alexandra Fiéis, Maria João Freitas, Maria Lobo and Ana Lúcia Santos. *New Directions in the Acquisition of Romance Languages: Selected Proceedings of the Romance Turn V*. Newcastle upon Tyne: Cambridge Scholars Publishing. 35-61.

8. Previous affiliation with York, if any: (The existence of some previous relationship with York or its faculty will not necessarily rule out selection as a consultant; however, nominees should not normally have close recent affiliations with the University, or close collegial or working relations with faculty members in programs to be reviewed.)

No affiliation with York.

Template for External Reviewer Nominees

1. Name of Proposed Reviewer: Benjamin Tucker
2. Rank: Associate Professor
3. Institution: (include mailing address, telephone, and e-mail address)

Department of Linguistics
University of Alberta
4-32 Assiniboia Hall
Edmonton, Alberta T6G 2E7

4. Degrees:

Degree	University	Discipline	Date
Ph.D.	University of Arizona	Linguistics	2007
M.A.	University of Arizona	Linguistics	2005

5. Area(s) of Specialization: (relate these to the program(s) undergoing review)

Phonetics, Speech Perception, Spoken Word Recognition, Speech Production
Professor Tucker's areas of specialization are closely connected to the field of speech and language sciences. Indeed, his CV shows that as a Ph.D. student, his major was phonetics and his minor, speech, language and hearing sciences. Moreover, he is currently an Adjunct Professor in the Communication Sciences and Disorders Department at Alberta.

6. Experience/expertise relevant to the service as a reviewer: (academic administrative experience in such roles as undergraduate or graduate program coordinators, department chair, dean, graduate dean or associated positions; academic recognition)

Professor Tucker heads up the Phonetics Lab at University of Alberta. He has held numerous grants, including the ongoing SSHRC Insight Grant, The Spoken English Lexicon: Massive Auditory Lexical Decision, 2014-2019.

7. Recent scholarly activity: (if possible cite 3 to 5 recent publications giving title, date, kind of publication, journal, or publisher if book)

Warner, N., & Tucker, B. V. (2017). An effect of flaps on the fourth formant in English. *Journal of the International Phonetic Association*, 47(1), 1-15.

Tucker, B.V. & Ernestus, M. (2016). Why we need to investigate casual speech to truly understand language production, processing and the mental lexicon. *Mental Lexicon*, 11:3, 375-400.

Mrigen, A., Brenner, D., & Tucker, B.V. (2016). What do forced alignment likelihood scores tell us about the aligned speech? *Canadian Acoustics*. 44(3): 232-233.

Warner, N. & Tucker, B.V. (2016). An Effect of Flaps on the Fourth Formant in English. *Journal of the International Phonetic Association*. 1-15

Porretta, V., Tucker, B. V., & Järviö, J. (2016). The influence of gradient foreign accentedness and listener experience on word recognition. *Journal of Phonetics*, 58, 1-21.

Porretta, V., Kyröläinen, A.-J., & Tucker, B. V. (2015). Perceived foreign accentedness: Acoustic distances and lexical properties. *Attention, Perception, & Psychophysics*.

8. Previous affiliation with York, if any: (The existence of some previous relationship with York or its faculty will not necessarily rule out selection as a consultant; however, nominees should not normally have close recent affiliations with the University, or close collegial or working relations with faculty members in programs to be reviewed.)

No affiliation with York.

Template for External Reviewer Nominees

1. Name of Proposed Reviewer: Michael Wagner
2. Rank: Associate Professor
Canada Research Chair in Speech and Language Processing
3. Institution: (include mailing address, telephone, and e-mail address)

Department of Linguistics
McGill University
1085 Dr. Penfield Avenue
Montreal, Quebec H2T 2R6
514-398-7447
chael@mcgill.ca

4. Degrees:

Degree	University	Discipline	Date
Ph.D.	MIT	Linguistics	2005

5. Area(s) of Specialization: (relate these to the program(s) undergoing review)

Phonology, Prosody, Language Processing

Professor Wagner's areas of specialization are closely connected to the field of speech and language sciences and, in fact, he has developed a second-year course at McGill entitled 'Speech Science' which is much like the new 2nd-year core course we are proposing for the new program.

6. Experience/expertise relevant to the service as a reviewer: (academic administrative experience in such roles as undergraduate or graduate program coordinators, department chair, dean, graduate dean or associated positions; academic recognition)

Professor Wagner is Head of the Prosody Lab at McGill University. He is a Tier 2 Canada Research Chair and has had many grants, including the ongoing SSHRC Insight Grant, Breaking into the Acoustic Stream: The Role of Allophonic Patterns in Processing Language, 2014-2018 (co-investigator: Megan Clayards)

7. Recent scholarly activity: (if possible cite 3 to 5 recent publications giving title, date, kind of publication, journal, or publisher if book)

Howell, Jonathan, Rooth, Mats, & Wagner, Michael (2017). Acoustic classification of focus: On the web and in the lab. Laboratory Phonology: Journal of the Association for Laboratory Phonology, 8(1), 16.

Klassen, Jeffrey and Wagner, Michael (2017). Prosodic prominence shifts are anaphoric. Journal of Memory and Language, 92:305–326.

Tanner, James, Morgan Sonderegger and Michael Wagner (2017). Production planning and coronal stop deletion in spontaneous speech. Laboratory Phonology: Journal of the Association for Laboratory Phonology, 8(1), 15.

Poschmann, Claudia and Wagner, Michael (2016). Relative clause extraposition and prosody in German. Natural Language & Linguistic Theory, 34(3):1021–1066.

Wagner, Michael (2016). *Information Structure and Production Planning*. In: Féry, Caroline & Shinishiro Ishihara: *The Handbook of Information Structure*. Oxford University Press. 541–561.

8. Previous affiliation with York, if any: (The existence of some previous relationship with York or its faculty will not necessarily rule out selection as a consultant; however, nominees should not normally have close recent affiliations with the University, or close collegial or working relations with faculty members in programs to be reviewed.)

No affiliation with York.



FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES

Office of the Dean

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4700 KEELE ST.
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August 29, 2017

Professor Susan Ehrlich
Department of Languages, Literatures & Linguistics
S571 Ross Building

sehrlich@yorku.ca

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 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.

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

Sincerely,

A handwritten signature in blue ink, appearing to read 'John-Justin McMurtry'.

John-Justin McMurtry
Associate Dean, Programs

cc: Committee on Curriculum, Curricular Policy and Standards



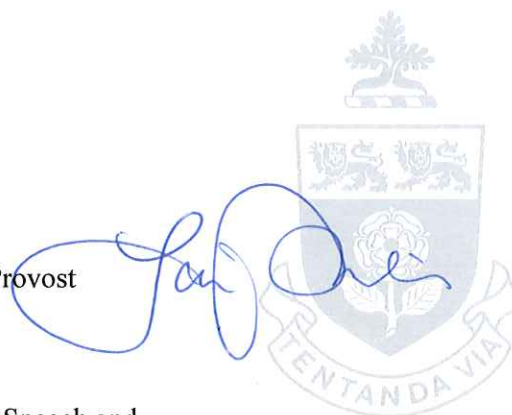
Memorandum

To: Chair, APPRC
Chair, ASCP

From: Lisa Philipps, Interim VP Academic & Provost

Date: September 26, 2017

Subject: Proposal for Specialized Honours BA in Speech and
Languages Sciences



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. It is enthusiastically supported by the Faculty's Dean.

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

Cc: Dean A. Mukherjee-Reed
VPA A. Pitt