

York University

New Program Brief

for a Specialized Honours B.A. Program

in Speech and Language Sciences

Linguistics Section

Department of Languages, Literatures and Linguistics (LAPS)

Prepared by Susan Ehrlich

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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. The Notice of Intent for this program was submitted in November of 2013 and the development of a proposal authorized in March 2014. An earlier version of this proposal was discussed at the November 2017 meeting of the Faculty Council of Liberal Arts and Professional Studies.

1.4 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 proposed program will provide students with this same foundational training in linguistics but will also investigate the connections between the theoretical study of language

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

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

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

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

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

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

3. NEED AND DEMAND

3.1 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 seven Canadian M.A or M.Sc. programs in Speech-Language Pathology and/or Audiology offered in English (at University of Alberta, University of British Columbia, Dalhousie University, McGill University, McMaster University, University of Toronto, Western University), there are very few undergraduate programs of the type we are proposing. *If approved, then,*

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

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

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

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

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

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

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

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

4. **PROGRAM CONTENT AND CURRICULUM**

4.1 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.

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

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

4.2 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 1	8
HH/PSYC 2110 3.0	Developmental Psychology	6
HH/KINE 2011 3.0	Human Physiology 1	2
HH/KINE 2031 3.0	Human Anatomy ²	2
AP/LING 3120 3.0	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

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, new sections of the other two fourth-year linguistics courses required for the degree will be added according to enrolment pressure.

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

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

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

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

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

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

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

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

	Graduates are expected to:	Courses that address PLOs																	
		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"> Grasp the central analytic concepts in core areas of linguistics, including phonetics, phonology, morphology and syntax 	X	X	X	X	X						X	X	X		X	X		X
	<ul style="list-style-type: none"> Explain 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"> Apply knowledge of the key concepts, methodologies, and theoretical approaches that comprise the field of speech and language sciences 		X				X		X	X	X							X	X
	<ul style="list-style-type: none"> Interpret 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"> 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"> 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"> Articulate the qualitative and quantitative research methods used to investigate speech, language and hearing disorders 						X	X	X	X	X			X	X	X	X	X	
	<ul style="list-style-type: none"> 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"> 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"> Consider the ethics and ethical protocols involved in research with human participants 								X	X	X			X	X	X	X	X	

Application of Knowledge	<ul style="list-style-type: none"> Apply knowledge of concepts from linguistics to language data, including language data from abnormal populations 	X	X	X	X	X	X					X	X	X	X	X	X	X	X
	<ul style="list-style-type: none"> Apply knowledge of concepts from linguistics and speech and language sciences to clinical practices 	X	X	X	X	X	X					X	X	X	X	X	X	X	X
	<ul style="list-style-type: none"> Apply research to clinical practices in relation to specific disorders of speech, language and hearing 						X										X	X	
	<ul style="list-style-type: none"> Examine 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"> 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"> 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"> 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"> 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"> 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"> Explain the ever-evolving nature of ideas and theories as well as the need to reflect critically upon such ideas and theories 	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	<ul style="list-style-type: none"> Reflect critically on research and clinical practices in speech and language sciences and disorders 						X	X	X	X							X	X	

Autonomy and Professional Capacity	<ul style="list-style-type: none"> • Work independently and collaboratively 	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	<ul style="list-style-type: none"> • Manage one's own learning in changing circumstances both within and outside the discipline/profession 	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	<ul style="list-style-type: none"> • Consider the ethical and social responsibilities of health care professionals, especially when working with vulnerable populations 																		X	
	<ul style="list-style-type: none"> • Determine and apply best professional practices for communicative disorders assistants, speech/language pathologists and audiologists 																		X	

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

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

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

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

5.5 Graduate Programs: Not Applicable

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

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

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

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

6. **ADMISSION REQUIREMENTS**

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

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

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

- Ontario Secondary School Diploma (OSSD)
- ENG4U
- 4U math
- And four additional 4U or M courses

To gain admission to this program, your academic average should be in the low 80s.

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

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

6.2 Alternative Requirements: Not Applicable

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

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

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

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

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

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

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

7.5 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 2021-22. The steady-state enrolment target of between 80 and 100 students will be reached three years later in 2024-25.

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

Appendix A: Short Course Descriptions

LING Required Courses:

AP/LING 1000 6.0 Introduction to Linguistics

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

AP/LING 2110 3.0 Phonetics

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

AP/LING 2120 3.0 Phonology 1: Analysis

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

AP/LING 2130 3.0 Morphology 1: Analysis

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

AP/LING 2140 3.0 Syntax 1: Analysis

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

AP/LING 3120 3.0 Phonology 2: Theory

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

AP/LING 3140 3.0 Syntax 2: Theory

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

AP/LING 3160 3.0 Discourse Analysis

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

AP/LING 3210 3.0 First Language Acquisition

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

AP/LING 3220 3.0 Psycholinguistics

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

AP/LING 4220 3.0 Acoustic Phonetics

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

AP/LING 4230 3.0 Language and the Brain

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

4000-level LING Electives:

AP/LING 4060 3.0 Canadian English

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

AP/LING 4120 3.0 Advanced Phonology

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

Integrated with: GS/LING 5120 3.00.

AP/LING 4140 3.0 Advanced Syntax

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

Integrated with: GS/LING 5140 3.00.

AP/LING 4150 3.0 Topics in Syntax-Semantics Interface

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

Integrated with: GS/LING 5150 3.00.

AP/LING 4240 3.0 Issues in Second Language Acquisition

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

AP/LING 4250 3.0 Evolution of Language

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

AP/LING 4350 3.0 Pidgins and Creoles

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

AP/LING 4400 3.0 Sociolinguistic Research

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

Integrated with: GS/LING 5400 3.00.

AP/LING 4440 3.0 Syntactic Change

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

Required Courses Offered in Health:

HH/PSYC 2021 3.0 Statistical Methods I

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

HH/PSYC 2110 3.0 Developmental Psychology

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

HH/KINE 2011 3.0 Human Physiology I

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

HH/KINE 2031 3.0 Human Anatomy

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

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

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

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

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

Appendix B: Undergraduate Calendar Changes

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<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) 	<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>

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

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

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

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

Credits outside the major: at least 18 credits.

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

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

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

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

6.00 credits in natural science (NATS)

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

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

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

AP/LING 1000 6.00;

AP/LING 2110 3.00;

AP/LING 2120 3.00;

AP/LING 2130 3.00;

AP/LING 2140 3.00;

AP/LING 2200 3.00;

HH/PSYC 2021 3.00;

HH/PSYC 2110 3.00;

HH/KINE 2011 3.00;

HH/KINE 2031 3.00;

AP/LING 3120 3.00 or AP/LING 3140 3.00;

AP/LING 3160 3.00;

AP/LING 3210 3.00;

AP/LING 3220 3.00;

AP/LING 4220 3.00;

AP/LING 4230 3.00;

AP/LING 4260 3.00;

3 additional credits in an AP/LING 4000-level course

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

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/IHST 1001 3.00</u>
<u>HH/KINE 2031 3.00</u>	<u>HH/IHST 1002 3.00</u>
<u>HH/KINE 2011 3.00</u>	
<u>and</u>	<u>SC/NATS 16506.00</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 in the opposite category to the 9.00 credit course in social science or humanities already taken

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

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

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

Credits outside the major: at least 18 credits.

Appendix C: Detailed Map of Course-Level Assessments

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

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

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

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

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

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

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

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

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

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

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

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

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

Autonomy and Professional Capacity

<p>1. Work independently and collaboratively</p>	<p>AP/LING 1000 6.0 Introduction to Linguistics AP/LING 2110 3.0 Phonetics AP/LING 2120 3.0 Phonology 1: Analysis AP/LING 2130 3.0 Morphology 1: Analysis AP/LING 2140 3.0 Syntax 1: Analysis AP/LING 2200 3.0 Introduction to Speech and Language Science PSYC 2021 3.0 Statistical Methods I PSYC 2110 3.0 Developmental Psychology KINE 2011 3.0 Human Physiology I KINE 2031 3.0 Human Anatomy AP/LING 3120 3.0 Phonology 2: Theory OR AP/LING 3140 3.0 Syntax 2: Theory AP/LING 3160 3.0 Discourse Analysis AP/LING 3210 3.0 First Language Acquisition AP/LING 3220 3.0 Psycholinguistics AP/LING 4220 3.0 Acoustic Phonetics AP/LING 4230 3.0 Language and the Brain AP/LING 4260 3.0 Communication Disorders: Research and Clinical Perspectives AP/LING 4xxx 3.0</p>	<p>1000 – analytic problem sets and tests/exams 2110 – assignments and tests 2120 – analytic problem sets and tests/exams 2130 – analytic problem sets and tests/exams 2140 – analytic problem sets and tests/exams 2200 – lab assignments and tests PSYC 2021 – tests/exams PSYCH 2110 – tests/exams KINE 2011 – tests/exams KINE 2031 – tests/exams 3120 – analytic problem sets and tests/exams 3140 – analytic problem sets and tests/exams 3160 – analytic problem sets and tests/exams 3210 – assignments and tests 3220 –lab assignments and tests 4220 – lab assignments and tests 4230 – oral presentations, research paper 4260 – assignments and EE projects</p>
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<p>2. Manage one's own learning in changing circumstances both within and outside the discipline/profession</p>	<p>AP/LING 1000 6.0 Introduction to Linguistics AP/LING 2110 3.0 Phonetics AP/LING 2120 3.0 Phonology 1: Analysis AP/LING 2130 3.0 Morphology 1: Analysis AP/LING 2140 3.0 Syntax 1: Analysis AP/LING 2200 3.0 Introduction to Speech and Language Science PSYC 2021 3.0 Statistical Methods I PSYC 2110 3.0 Developmental Psychology KINE 2011 3.0 Human Physiology I KINE 2031 3.0 Human Anatomy AP/LING 3120 3.0 Phonology 2: Theory OR AP/LING 3140 3.0 Syntax 2: Theory AP/LING 3160 3.0 Discourse Analysis AP/LING 3210 3.0 First Language Acquisition AP/LING 3220 3.0 Psycholinguistics AP/LING 4220 3.0 Acoustic Phonetics AP/LING 4230 3.0 Language and the Brain AP/LING 4260 3.0 Communication Disorders: Research and Clinical Perspectives AP/LING 4xxx 3.0</p>	<p>1000 – analytic problem sets and tests/exams 2110 – assignments and tests 2120 – analytic problem sets and tests/exams 2130 – analytic problem sets and tests/exams 2140 – analytic problem sets and tests/exams 2200 – lab assignments and tests PSYC 2021 – tests/exams PSYCH 2110 – tests/exams KINE 2011 – tests/exams KINE 2031 – tests/exams 3120 – analytic problem sets and tests/exams 3140 – analytic problem sets and tests/exams 3160 – analytic problem sets and tests/exams 3210 – assignments and tests 3220 –lab assignments and tests 4220 – lab assignments and tests 4230 – oral presentations, research paper 4260 – assignments and EE projects</p>
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<p>3. Consider the ethical and social responsibilities of health care professionals, especially when working with vulnerable populations</p>	<p>AP/LING 4260 3.0 Communication Disorders: Research and Clinical</p>	<p>4260 – assignments and EE projects</p>
<p>4. Determine and apply best professional practices for communicative disorders assistants, speech/language pathologists and audiologists</p>	<p>AP/LING 4260 3.0 Communication Disorders: Research and Clinical Perspectives</p>	<p>4260 – assignments and EE projects</p>

FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES

Office of the Dean

S900 ROSS BLDG.
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5220
F 416 736 5750
laps.yorku.ca

July 22, 2019

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

sehrlich@yorku.ca

Dear Ms. Ehrlich,

Re: Support for Specialized Honours B.A. Program

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

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

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

Sincerely,



Melanie Belore
Associate Director, Experiential Education



York University Quality Assurance Procedures (YUQAP) New Program Appraisal

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

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

External Reviewer(s)

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

1. Outline of the Visit

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

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

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

2. General Objectives of the Program

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

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

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

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

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

3. Need and Demand

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

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

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

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

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

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

4. Program Content and Curriculum

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

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

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

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

- **Neuroanatomy:** The speech pathology programs at University of Alberta and at UBC require a course in Neuroanatomy and list York's Kine 3650 as a way to satisfy this requirement. Short of requiring this course, it would again be advisable to at least add it as an elective, and to make students aware that they will need to take it if they want to apply for these programs.
- **History of indigenous peoples in Canada:** The university of Alberta recently added a course on this as a requirement for their program (and they list York course AP/HIST 3546). I'm not sure whether this reflects a broader trend to require a course like this for greater awareness of issues that arise when dealing with first nations and indigenous communities.

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

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

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

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

Placements/Volunteering opportunities/Internships

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

A few suggestions:

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

5. Program Structure, Learning Outcomes and Assessment

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

Yes

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

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

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

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

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

Yes

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

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

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

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

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

6. Admission Requirements

- *Are the admission requirements appropriately aligned with the program learning outcomes?*

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

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

I can't comment on this issue.

7. Resources

For all programs

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

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

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

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

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

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

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

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

Additional criteria for undergraduate programs only

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

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

Additional criteria for graduate programs only

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

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

- *Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.*
NA
- *Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.*
- This program will increase supervisory load, but probably only to an extent compatible with the current capacity.

8. Quality of Student Experience

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

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

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

9. Other Issues

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

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

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



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

Toronto, February 6 2019

Dear Professor Pitt,

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

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

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

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

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

Best regards,



Pascal van Lieshout, Ph.D.
Professor & Chair

Memorandum

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

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

1. ***Pre-requisite Courses for M.A./M.Sc. Programs in Speech-Language***

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

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

2. **Placements/Volunteering Opportunities:** Wagner makes the point in his review that our original proposal did not address the ways in which the new program will facilitate our students' securing of volunteer opportunities in the field. This is crucial for students interested in applying to advanced programs in speech-language pathology and audiology as most programs view this experience as an important criterion for admission and others even require it. Since receiving Wagner's report, I have been in touch with the Associate Director of the Experiential Education (EE) Office in LAPS. While members of the Linguistics section have connections to practicing speech-language pathologists, communicative disorders assistants and audiologists in the greater Toronto area (many of whom are alumni of our program), the EE Office in LAPS will assist us in the development of systematic strategies for securing volunteer opportunities for our students and for fostering even stronger connections with clinicians in the Toronto area.
3. **Competitiveness of Advanced Programs in Speech-Language Pathology and Audiology:** Advanced programs in speech-language pathology and audiology are extremely competitive and members of the Linguistics Section have been concerned that our admission requirements for the program may not be stringent enough and may result in students having unrealistic expectations about their chances of admission to these advanced programs. Wagner also expressed this concern and, as a result, in this iteration of the proposal we have increased the average required for high school students (from mid-to-high 70s to low 80s) and increased the admission requirements for students currently enrolled in York programs (from a cumulative grade point average to C+ (5.0) to a cumulative grade point average of B (6.0)). We also believe that the mandatory advising referred to above will be important in helping to 'temper' the expectations of students in the program and to advise them of their options beyond programs in speech-language pathology/audiology.
4. **Attraction of New Students to York:** Because of the popularity of comparable programs in Canada and the U.S. and the small number of such programs in Canada, we think that the new program will attract students to York who may not otherwise apply. It is difficult to counter Van Lieshout's comment that the program will not attract new students to York with empirical evidence and we note that Wagner regards this remark as speculation. In contacting the Undergraduate Advisor of Linguistics at UBC (as suggested by Wagner), I was only able to determine that about two-thirds of their undergraduates are in Speech Sciences with the remainder in Linguistics. That is, he could provide no information on whether there was an increased interest in the program once a degree in Speech Sciences was introduced. In any case, both reviewers did agree that the proposed program is likely to attract many students from within the York student body. And, since the program will appear in OUAC as a distinct program

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

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

**FACULTY OF
LIBERAL ARTS &
PROFESSIONAL STUDIES**

Office of the Dean

S900 ROSS BLDG.
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5220
F 416 736 5750
laps.yorku.ca

August 8, 2019

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

sehrlich@yorku.ca

Dear Professor Ehrlich:

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

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

The implementation of the Speech and Language Sciences program will further the strategic priorities of the Faculty of Liberal Arts and Professional Studies and York University. Specifically, the introduction of the specialized degree option responds to the opportunity identified in the University Academic Plan (2015-2020) to develop, expand, and strengthen academic opportunities for students in emerging areas related to health (p. 9). Further, the program aligns with the principles of delivering high-quality academic programs and providing students with diverse programs in the humanities, social sciences, and professional studies

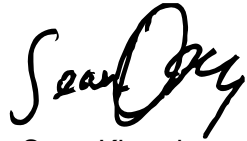


outlined in the Faculty's strategic plan (2010-2020). As you will also see in the letter of support from Melanie Belore, Associate Director, Experiential Education for LA&PS, there is also adequate resourcing for D-LLL to develop experiential learning opportunities for Speech and Language Sciences students to get relevant professional exposure and experience to enhance their competitiveness in pursuing graduate credentials or professional opportunities in the field.

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "Sean Kheraj". The signature is fluid and cursive, with the first name "Sean" written in a larger, more prominent script than the last name "Kheraj".

Sean Kheraj
Associate Dean, Programs

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