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**MEMORANDUM**

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**ATTENTION** Senate  
**FROM** Jon Driver, Vice-President, Academic and  
Provost *pro tem*, and Chair, SCUP  
**RE:** Full Program Proposal for a Minor in Indigenous Languages (SCUP 20-19)

**DATE** April 28, 2020  
**PAGES** 1 of 1

A handwritten signature in black ink, appearing to read 'Jon C. Driver', written over the 'RE:' line of the memorandum.

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At its April 22, 2020 meeting, SCUP reviewed and approved the Full Program Proposal for a Minor in Indigenous Languages in the Department of Linguistics and the First Nations Languages Program within the Faculty of Arts and Social Sciences, effective Spring 2021.

**Motion:**

That Senate approve and recommend to the Board of Governors the Full Program Proposal for a Minor in Indigenous Languages in the Department of Linguistics and the First Nations Languages Program within the Faculty of Arts and Social Sciences, effective Spring 2021.

c: N. Hedberg  
M. Ignace



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**MEMORANDUM**

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<b>ATTENTION</b>	Senate Committee on University Priorities	<b>DATE</b>	April 3, 2020
<b>FROM</b>	Wade Parkhouse, Chair Senate Committee on Undergraduate Studies	<b>PAGES</b>	1/1
<b>RE:</b>	Faculty of Arts and Social Sciences (SCUS 20-20)		

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Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of April 2, 2020, gives rise to the following recommendation:

Motion

That SCUP approve and recommend to Senate the Full Program Proposal for the Minor in Indigenous Languages in the Department of Linguistics and the First Nations Languages Program within the Faculty of Arts and Social Sciences.

**The relevant documentation for review by SCUP is attached.**



## **Minor in Indigenous Languages**

Full Program Proposal

**February 12, 2020**

Department of Linguistics and First Nations Languages Program

(Version: March 26, 2020)

## 1 Executive Summary

### a) An overview of the institution's history, mission, and academic goals:

As Canada's engaged university, Simon Fraser University is defined by its dynamic integration of innovative education, cutting-edge research and far-reaching community engagement. SFU was founded in 1965 with a mission to bring an interdisciplinary approach to learning, embrace bold initiatives, and engage with communities near and far. Today SFU is consistently ranked amongst Canada's top comprehensive universities and is one of the world's leading teaching and research institutions.

In British Columbia and elsewhere in North America, Indigenous languages are critically endangered. As Indigenous communities set out to (re)-vitalize their languages, there is an urgent need to advanced communication skills in the language as these are connected to cultural knowledge and traditions, combined with skills of linguistic analysis. Elements in the Minor engage students in language revitalization with opportunities for appropriate to labour market needs in Indigenous communities and in public institutions that provide support for Indigenous language revitalization.

Students in SFU's Indigenous language proficiency programs (Certificate and/or Diploma) and those with associate degree but not having a pathway to advance their academic growth in the discipline desire to complete a bachelor degree at SFU. The Minor in Indigenous Languages serves as a pathway for the students to apply and further their Indigenous language knowledge, fluency and skills. Students who wish to advance onward to become the trainers of future adult learners of respective Indigenous languages through completion of a bachelor's degree may ladder into a graduate degree such as the Linguistics of a First Nations Language MA.

The Minor affirms a commitment to continue collaborations with First Nations partners and the development of this program advances support of Indigenous students affirming a pledge of the University and the Faculty (SFU and FASS Academic Plans).

### b) Credential to be awarded:

Minor in Indigenous Languages (INLMIN)

### c) Location of program:

This program will be offered mostly off-campus in various First Nations communities where the majority of students in our INLG courses live and work. However, if an Indigenous language could be taught on-campus in sufficient depth (e.g. the local Coast Salish language Hənq̓əminəḥ), an INL Minor will be

feasible for students – often as members of cohorts – as well: such cohorts, emerging from Certificate in First Nations Language Proficiency and Diploma in First Nations Language Proficiency graduates exist in Squamish Nation and Secwepemc Nation, with additional students currently completing CFNLP and beyond in Yukon (Yukon Native Language Centre and Champagne Aihishik First Nation), and in Haida Gwaii. In 2018-19, two beginning FNLG Cree courses were taught at the Burnaby campus; and in 2016-2017 and 2017-18, 2018-19 and currently in 2019-20, four cohorts of the Squamish Language Academy CFNLP Program (Certificate in First Nations Language Proficiency) were taught at the Vancouver Campus and at Squamish Nation. SFU INLP has received new requests for intensive offerings of the CFNLP from additional First Nations language communities.

To complete other courses for the BA outside of the Minor, students will supplement courses taught on-site in their communities with on-campus and distance-education courses. Also, many students take courses that can transfer to SFU at BC post-secondary institutions local to their communities.

**d) Faculty offering the proposed new program:**

Department of Linguistics in the Faculty of Arts and Social Sciences. Course offerings and advising will be administered by the Indigenous Languages Program.

**e) Anticipated program start date:**

An 18-month lead time would require that the program start in Spring 2021. However, it would be far preferable if an exception can be made so as to allow the program to begin in Fall 2020 (or even Summer 2020 if possible) in order to facilitate the transition of students who are currently completing the DFNLP (Diploma in First Nations Language Proficiency) into the BA. We expect the first students to graduate with the Minor in Indigenous Languages in Spring 2021.

**f) Anticipated completion time:**

As Indigenous languages courses are typically offered on a cohort basis, the completion schedule will follow the funding cycles of the relevant First Nations language organizations and the work schedule of the students, many of whom are employed in the public schools. Completion of the INL Minor will normally be expected within two to four academic years. However, the exact number of terms needed will vary, depending on factors such as whether the CFNLP and/or DFNLP will already have been completed, the extent to which continuous full-time enrolment is required for students to obtain adequate band funding, and the extent to which offerings of courses counting towards the INL Minor are interspersed with courses needed for the other Minor or for a general SFU Bachelor Degree requirements.



### g) Summary of the proposed program

- **Aims, goals, and objectives:**

The main objective is to provide a pathway to a bachelor's degree for students specializing in their heritage Indigenous languages. Currently the FNLP offers a 27-unit Certificate in First Nations Language Proficiency (CFNLP) and a 30-unit Diploma in First Nations Language Proficiency (DFNLP), credentials which have typically been offered on a cohort basis off-campus. The proposed Minor in Indigenous Languages will enable students who are enrolled in the CFNLP and/or DFNLP to complete a BA degree by combining with another existing SFU minor program, for example, the Extended Minor in Linguistics, the Minor in First Nations Studies, or the Minor in Anthropology.

Potentially, other SFU students with a major (or minor) in many disciplines (Indigenous Studies, Education, Anthropology, Linguistics, Archeology, History) may be interested in combining their Major with a Minor in Indigenous Languages.

- **Contribution to the mandate and strategic plan of the institution:**

By enabling Indigenous students to obtain a Bachelor of Arts Degree by means of concentrated study of their own ancestral language within their own community, the proposed Minor in Indigenous Languages will make clear central contributions to meeting current strategic goals of the Faculty as well as the University in general.

For example, the SFU Strategic Research Plan (2016-2020) recognizes the importance of engaging with Indigenous communities for the purpose of preserving ancestral languages:

- *Community-based research is also critical as we engage with Indigenous communities. In working with these communities, SFU researchers seek ways to address a wide range of social, economic, and historical issues, including the preservation of ancestral languages, strengthening health and educational systems, promoting Indigenous business opportunities, and facilitating efforts to drive change and social welfare. (SFU Strategic Research Plan)*

In addition, both the SFU and FASS Five-Year Academic Plans (2018-2023) pledge to seek ways of advancing reconciliation through the development of new programs that will enhance the experience of Indigenous students. The SFU plan also pledges to expand access to learning opportunities that are integrated into communities:

- *Make timely progress on the SFU Aboriginal Reconciliation Council's Calls for Action (Commitments, SFU Academic Plan)*
- *Enhance programming and services that address support for Indigenous students and their unique and varied needs (1.7, SFU Academic Plan)*

- *Expand access to community-integrated learning (CIL) opportunities (3.2, SFU Plan)*
- *Advancing reconciliation means improving the success rates of Indigenous students and increasing research opportunities for Indigenous scholars. It also means mobilizing Indigenous ways of knowing, and FASS must go further in our commitment and find new models of academic governance, develop new programs, and allocate the resources to do so. (FASS Academic Plan)*

- **Linkages between program outcomes and curriculum design:**

No work experience or practicum term will be required for the INL Minor.

Most students are eligible to work as research assistants on research projects through the work student program.

- **Delivery methods:**

The program will mostly be delivered face to face in classrooms. However, some components of some courses may be delivered on-line or through telecommunication.

- **Program strengths:**

The program is designed with maximum flexibility so that individual students and community-based cohorts can collaboratively decide what courses best fit their educational goals.

There are two aspects of language expertise that our students focus on: (i) gaining fluency and literacy in the language, and (ii) gaining knowledge about the structure of the language as well as its socio-cultural setting.

In addition to developing language competency and proficiency (oral, analysis, structure) as well as language and linguistics skill sets, the Minor Program provides opportunities for students to carry out their course work in their speech communities as well as connect with Elders, mentors, and academic experts with detailed knowledge of their heritage language.

- **Level of support and recognition:**

SFU has hosted and also attended meetings with the University of Victoria as well as other BC post-secondary institutions regarding the development of cooperative pathways towards a BC FNL fluency BA. The proposed INL Minor was mentioned as a next step in the long-term goal of developing a Major in Indigenous Languages.

Students who have taken language courses at other British Columbia post-secondary institutions will be able to transfer them into the SFU INL Minor.

- **Related programs:**

There are currently no Major or Minor programs in BC that allow students to complete coursework focused on a single Indigenous language.

The University of British Columbia has a Major and Minor in First Nations and Endangered Languages. The Major requires only three language courses, and the Minor requires only two. They have offered up to four courses of seven different BC languages.

The University of Victoria offers a ladderized Certificate in Indigenous Language Proficiency, Diploma in Indigenous Language Revitalization, and Bachelor of Education in Indigenous Language Revitalization. There are only four Indigenous language courses in total (i.e. for the whole BEd), although each can be repeated for credit.

By contrast, SFU students who complete a BA with the INL Minor will typically complete at least eight language courses. And most of our students, since they will enter into the minor program by first completing the Certificate and Diploma programs in First Nations Language Proficiency, will complete at least 16 language courses. Hence, the programs at SFU are well-suited for First Nations students whose goal is to gain fluency in their ancestral language.

#### **h) Contact information:**

Dr. Marianne Ignace, Professor, Linguistics and First Nations Studies; and Director, First Nations Languages Program (250.574.3869, ignace@sfu.ca)

Dr. Peter Jacobs, Assistant Professor, Linguistics; Associate Director, First Nations Languages program (pwjacbos@sfu.ca)

Dr. Nancy Hedberg, Professor, Linguistics and Cognitive Science; and Chair, Linguistics Department (778.782.5659, hedberg@sfu.ca).

## **2 Credential Recognition and Nomenclature**

### **2.1 Post-secondary recognition**

(See “Level of support and recognition” section of this FPP.)

### **2.2 Industry/employer recognition**

A recent cohort of students who completed the Certificate in First Nations Language Proficiency generally may serve as an example of potential industry/employer recognition for the Minor program.



The support letters we received from First Nations/Indigenous partner organizations for our proficiency programs speak to the labour market demand of First Nations Language Program graduates as well.

First Nations communities continued to experience the loss of Elders/language knowledge keepers. As local schools are preparing to ramp up the amount of language and culture integration and indigenization of curriculum, many of our elders who have worked to pass on the language are aging out and retiring.

Opportunities to train a younger generation of language keepers can ensure that the schools and communities have the language specialists they require to continue their programs.

Past participants are employed within local schools as language teachers and cultural teacher's assistants as a direct result of our language program. The progress that has been accomplished by our participants, through this program, has been noted within First Nations community partners. Students find employment as language teachers, graduate student research assistants, language nest programmers, language specialist in cultural programming; material developers for community language programming; and positions within their communities.

### **3 Curriculum/Program Content**

#### **3.1 Program structure**

Completion of 30 units with courses from INLG and LING disciplines with 15 units of lower division courses and 15 units of upper division courses.

At the lower-division, students will be required to complete or transfer in equivalent credit for a set of beginning INLG language courses. Specifically, the following two entry-level courses:

INLG 133 - Introduction to Indigenous Language I (3)

INLG 134 - Introduction to Indigenous Language II (3)

In addition, they will be required to take three additional lower-division INLG or specified LING courses.

At the upper-division level, students will be required to complete five courses. These can be INLG courses, or LING courses whose content focuses on an Indigenous language. This degree of flexibility will enable each cohort program to be custom designed to fit the needs of the specific community.

Program duration will vary. Where the Program is offered full time, the minimum time required for program completion is two academic terms. (See FPP section 1e.)

Courses will be graded on the basis of assessments of oral, written and multimedia assignments, presentations, and projects, as well as assessments of oral and written

language skills, as per usual practice in SFU language courses. All courses are graded and there are no capstone courses.

See Appendix 8.1 for Program Requirements.

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### **3.2 Core courses**

#### **INLG 133 - Introduction to Indigenous Language I (3)**

Introduces the structure of an Indigenous language, including phonetics, vocabulary, word formation, and grammatical constructions. Based on a designated language and usually chosen from the Northwest coast area. Students may retake this course for credit with focus on a different Indigenous language. Students who have credit for INLG 231 may not take this course for further credit.

#### **INLG 134 - Introduction to Indigenous Language II (3)\***

A continuation of the introductory course in an Indigenous language, including phonetics, vocabulary, word formation, and grammatical constructions. Based on a designated language and will usually be chosen from the Northwest Coast area. Students may take this course for credit with focus on a different Indigenous language. Prerequisite: INLG 133. Students who have completed LING 232 or INLG 232 may not complete this course for further credit for the same designated language.

### **3.3 Existing and new courses**

See Appendix 8.8 for list of courses.

### **3.4 Curriculum and program goals**

Please refer to the Aims and Goals section.

### **3.5 Work experience/field/practicum placement**

No work experience or practicum term will be required for the INL Minor.

## **4 Program Resources**

### **4.1 Target audience and enrolment plan**

When a steady state is achieved, the average intake is expected to be around 15 students per year. However, the size will vary with the particular cohort. For example, we expect that the first cohort, which will consist of nine of the Hul'q'umi'num' students who are finishing the DFNLP in December 2019, will be somewhat smaller than the second likely cohort, which may await completion of a second offering of the DFNLP in the Squamish Nation that has not yet been scheduled.

## **4.2 Resources**

At present, INLP and Linguistics are seeking approval of a new tenure-track appointment to the INLP, and this will augment our current team. This would greatly enhance ability to offer courses on campus.

Note that our CFNLP and DFNLP offerings have typically required the hiring of sessional, limited term or visiting instructors for 2–6 courses per program. Many of these instructors are First Nations language experts. Such hiring is also likely to be needed for at least some of the offerings of the INL Minor. Much of the cost of instruction is borne through external funding—federal funding (e.g. Post-secondary Partnerships Program), provincial funding (Aboriginal Community Based Training Partnerships Program) as well as contracts from our First Nations community partners.

The main resource requirements will be to fund course instructors and to fund proficient speakers of the languages, e.g. Elders.

The program will not impact or reduce other programs or resources within the unit as the courses are already included in the teaching load and administration portfolio of the core faculty members.

## **5 Program Review and Academic/Administrative Oversight**

This program will be assessed as part of the external reviews of the Department of Linguistics, which take place every seven years.

## **6 Program Consultation**

SFU has hosted and also attended meetings with the University of Victoria as well as other BC post-secondary institutions regarding the development of cooperative pathways towards a BC FNL fluency BA. The proposed INL Minor was mentioned as a next step in the long-term goal of developing a Major in Indigenous Languages. Consultations with SFU Department of Linguistics as well as with students and sponsors.

## **7 Evidence of Student Interest and Labour Market Demand**

Each year, over a dozen students contact the INLP Advisor or the cohort directors about progressing forward into a bachelor's degree program. This number is increasing dramatically as the number of INLG courses being offered increases.

In the 2018–19 academic year, 37 students graduated with the CFNLP. In total, over 120 students have graduated with the CFNLP.

In the 2018–19 academic year, the inaugural year of the DFNLP, 35 students started in a total of three cohorts, with the first students scheduled to complete in Fall 2019.



There is a high market demand for the graduates of this program. The importance of Indigenous languages is now well-established. The mission to reclaim, revitalize, strengthen and maintain them is currently receiving much attention world-wide (United Nations Declaration on the Rights of Indigenous Peoples) and within Canada (<https://www.canada.ca/en/canadian-heritage/campaigns/celebrate-indigenous-languages/legislation.html>). This has resulted in a surge in funding for documenting, researching and teaching First Nations languages, creating many jobs for language specialists with First Nations language programs, school districts, universities, and government agencies. The aging of the population of language speakers that have been key figures in language programs in their communities means that First Nations are turning to the younger generation to take responsibility for the language work. Our programs are designed to help participants gain the necessary skills to do well in these jobs.

Our courses provide training that will enable our students to help provide what Indigenous communities are asking for: language nest and daycare programs based on early immersion models; K-12 programs that offer at least partial immersion and eventually full immersion; adult courses taught by a new generation of Indigenous educators with high proficiency in their languages; language and culture programs for all ages; educational materials development ; program planning; documentation with Elders; language analysis and creation of resource materials. The need is great and almost all of the graduates of our certificate program are currently employed or furthering their education.

## **8 Appendices**

### **8.1 Calendar entry**

#### **Indigenous Languages Minor**

This program is for students who wish to specialize in a particular heritage Indigenous language.

Advanced placement through course challenge to a maximum of 12 units is possible for fluent speakers. Equivalent credit for a set of beginning INLG language courses for transfer credit may be considered. Credit may be applied to a specific language and is achieved by examination from an instructor in that language with the approval of the department.

Advising for this certificate is provided by the Indigenous Languages Program (INLP). Students should plan their program in consultation with the INLP Advisor ([fnlp@sfu.ca](mailto:fnlp@sfu.ca)).

#### **ADMISSION REQUIREMENTS**

A cumulative grade point average (GPA) of 2.00.

Completion of INLG 133, 134 and one INLG or LING elective course prior to declaring the Minor Program is recommended.

Students who have successfully completed three or more INLG/LING courses should contact the INLP Department Advisor (fnlp@sfu.ca) to review eligibility and program completion timeline.

## **PROGRAM REQUIREMENTS<sup>1</sup>**

### **Lower Division Requirements**

Students complete a total of 15 units, including

INLG 133 - Introduction to Indigenous Language I (3)\*

INLG 134 - Introduction to Indigenous Language II (3)\*

and nine additional units in lower division INLG or LING courses. The following foundation courses are recommended:

INLG 130 - Practical Phonetics for Indigenous Languages (3)

INLG 200 - Introduction to Grammar in an Indigenous Language (3)

LING 220 - Introduction to Linguistics (3)

LING 282W - Writing for Linguistics (3)

\* preferably in the same language

### **Upper Division Requirements**

Students complete a total of 15 units of upper division courses in INLG and/or LING whose content focuses on an Indigenous Language. † (See Academic Calendar list of INLG and LING courses.\*)

† Students will be advised to take certain 200-level courses that serve as prerequisites for the 300-level courses. Students are required to meet the prerequisites.

\* INLG 300, 333, 334, 358, 458, 433, and 434 focus on a single language

\* LING 431 and 432 preferably in the same language.

## **8.2 New Courses**

In development is a 400-level Writing course (INLG 439W) on Indigenous Language Revitalization (previously taught as special topic as INLG 335).

## **8.3 Market analysis – student interest and labour market demand**

Students of our Diploma cohorts and community partners expressed interest during advising and information meetings.



**8.4 Consultation comments and letters of support**

See 8.9.

**8.5 Resources**

The main resource requirements will be to fund course instructors and to fund proficient speakers of the languages, e.g. Elders.

The program will not impact or reduce other programs or resources within the unit as the courses are already included in the teaching load and administration portfolio of the core faculty members.

**8.6 Financial plan (only if additional resources required)**

Curriculum for courses with prior offerings for various communities have developed content. Tuition-based offerings will follow the University's student fees structures. The cost of sessional and visiting appointments to supplement continuing faculty teaching on load can be covered through recovery of funds (tuition) and through support from government grants such as the Post-Secondary Partnership Program, as is the case with the Certificate and Diploma in First Nations Language Proficiency.

**8.7 Abbreviated curriculum vitae for faculty**

N/A (Program does not require Ministry of Advanced Education final approval.)

**8.8 List of INLG and LING courses****Indigenous Languages Courses****INLG 130 - Practical Phonetics for Indigenous Languages (3)**

Practical training in the description of sounds used in language. Prerequisite: Students in an Indigenous Studies program should complete INLG 133 before INLG 130. Students with credit for FNLG 130 or LING 130 may not take this course for further credit.

**INLG 133 - Introduction to Indigenous Language I (3)**

Introduces the structure of Indigenous language, including phonetics, vocabulary, word formation, and grammatical constructions. Based on a designated language and usually chosen from the Northwest coast area. Students may retake this course for credit with focus on a different Indigenous language. Students who have credit for FNLG 231 may not take this course for further credit for the same designated language.

**INLG 134 - Introduction to INLG II (3)**

A continuation of the introductory course in Indigenous language, including phonetics, vocabulary, word formation, and grammatical constructions. Based on a designated language and will usually be chosen from the Northwest Coast area. Students may take this course for credit with focus on a different Indigenous language. Prerequisite: INLG 133. Students who have completed FNLG 134 (or FNLG 232 or LING 232) may not complete this course for further credit for the same designated language.

**INLG 158 - Indigenous Language Immersion I (3)**

Intensive language instruction in an Indigenous language at a beginner level. The course will be based on a designated language to be named each time it is taught. Students who have completed LANG 132, 158 or 224 for a designated language may not complete this course for further credit for the same designated language.

**INLG 200 - Introduction to Grammar in a an Indigenous Language (3)**

A practical overview of the grammar of an Indigenous language based on linguistic principles for those desiring basic knowledge of language structure, grammatical categories and grammatical analysis. This course is particularly suited for students interested in learning and teaching an Indigenous language.

**INLG 233- Description and Analysis of an Indigenous Language I (3)**

An intermediate course in the structure of an Indigenous language, including writing systems, texts, general linguistic properties, and language family. Based on a designated language and usually chosen from the Northwest Coast area. Prerequisite: INLG 134. Students who have completed FNLG 331 for a designated language may not complete this course for further credit for the same designated language.

**INLG 234 - Description Analysis INLG II (3)**

A continuation of the intermediate course in a First Nations an Indigenous language, including writing systems, texts, general linguistic properties, and language family. Based on a designated language and usually chosen from the Northwest Coast area. Students may retake this course with focus on a different FN Indigenous language. Prerequisite: INLG 233. Students with credit for FNLG 332 may not take this course for further credit for the same designated language.

**INLG 258 - Indigenous Language Immersion II (3)**

Intensive language instruction in an Indigenous language at an intermediate level. The course will be based on a designated language to be named each time it is taught. Please inquire at the Department of Linguistics for information on placement. Students who have completed LANG 248 for a designated language may not complete this course for further credit for the same designated language.

**INLG 300 - Advanced Grammar of an Indigenous Language (3)**

Students will gain increasing familiarity with, and practical competence in the use of complex and advanced grammatical patterns of an Indigenous language in order to facilitate accurate communication in that language, in both oral and written form. Prerequisite: Completion of Certificate in Indigenous Language Proficiency offered in the same language as INLG 300, including INLG 200 or LING 220; or with permission of instructor. Students who have taken FNLG 335 or LING 335 or FNLG 435 or LING 435 with the same topic as INLG 300 may not take this course for further credit.

**INLG 333 - Indigenous Language Intermediate Level Proficiency I (3)**

Aimed at building conversational and narrative fluency and proficiency in a particular Indigenous language. Taught through a "stay in the language" approach through authentic practice of traditional skills and knowledge, as well as everyday communication in both written and oral form. Students may retake this course with focus on a different Indigenous language. Prerequisite: Completion of Certificate in Indigenous Language Proficiency; or with permission of instructor. Students with credit for FNLG 333 may not take this course for further credit for the same designated language.

**INLG 334 –Indigenous Language Intermediate Level Proficiency II (3)**

Continuation of Indigenous language proficiency intermediate level I builds further conversational and narrative fluency and proficiency in a designated Indigenous language.

Taught through a "stay in the language" approach involving practice of traditional culture-based and everyday skills in a language. Students may retake this course with focus on a different Indigenous language. Prerequisite: Completion of Certificate in Indigenous Language Proficiency including INLG 333 (or as corequisite); or permission of instructor. Students with credit for FNLG 334 may not take this course for further credit for the same designated language.

**INLG 335 - Topics in Indigenous Language I (3)**

Content varies as required by Indigenous language communities or learners. Usually focuses on intermediate to advanced level topics on structural aspects of a particular Indigenous language, emphasizing language learning and teaching. Prerequisite: INLG 130, INLG 133, INLG 233 or permission of instructor. Recommended: LING 360.

**INLG 358 - Indigenous Language Immersion III (3)**

Intensive immersion "on the land" or in a classroom setting led by elder or fluent speaker in an Indigenous language at an intermediate level. Exposes learners to a variety of authentic situations where the language is used and spoken in everyday tasks. May be taken again when offered in another Indigenous language set of courses. Prerequisite: Completion of Certificate in Indigenous Language Proficiency including INLG 258; or permission of instructor.

**INLG 433 - Indigenous Language Mentoring I (3)**

Intended for advanced learners of a particular Indigenous language. Offers advanced vocabulary and/or grammatical skills through individualized practice with fluent speakers (usually elders) of that language. Enrolment requires prior approval of the Department of Linguistics and the local Indigenous community. Students will be evaluated on the basis of the individualized goals and objects set at the beginning of the course. Prerequisite: INLG 332 (or FNLG 332) or permission of course supervisor. Students who have completed FNLG 433 (or LING 433) for a designated language may not complete this course for further credit for the same designated language.

**INLG 434 - Indigenous Language Mentoring II (3)**

Offers additional advanced vocabulary and/or grammatical skills in the First Nations Indigenous language through individualized practice with fluent speakers (usually elders) of that language. Prerequisite: INLG 433 (or FNLG 433) or permission of course supervisor. Recommended: LING 431 and 432. Students who have completed FNLG 434 (or LING 434) for a designated language may not complete this course for further credit for the same designated language.

**INLG 435 - Topics in Indigenous Language II (3)**

Content varies as required by Indigenous language communities or learners. Usually focuses on advanced level topics on structural aspects of a particular Indigenous language, emphasizing language learning and teaching. Students may repeat this course for further credit under a different topic. Prerequisite: LING 220, INLG 332 (or INLG 332) or permission of instructor. Recommended: LING 360, 431 and 432. Students who have completed FNLG 435 for a designated topic may not complete this course for further credit for the same designated topic.

**INLG 439W - Indigenous Language Revitalization (3)**

Engage in planning, coordinating and implementing Indigenous language revitalization programs in Indigenous communities. Examine best practices, teaching methods, language acquisition, and curriculum design. Hands-on practices for learners and fluent speakers and elders on the path of teaching or learning their language as individuals or as part of community language training initiatives. Prerequisite: 12 units of INLG courses. Students who have completed INLG 335 with Language Revitalization topic may not complete this course for further credit. Writing. Breadth-Humanities.

**INLG 458 - Indigenous Language Immersion IV (3)**

Continuation of intensive immersion "on the land" led by elder or fluent speaker in a language at a high intermediate to early advanced level. Exposes learners to a variety of authentic situations where the language is used and spoken in everyday tasks. May be taken again when offered in another Indigenous language. Prerequisite: Completion of Certificate in Indigenous Language Proficiency including INLG 358; or permission of instructor.

**Linguistics Courses****LING 160 – Language, Culture, and Society (3)**

An introduction to language in its social and cultural dimensions. Students who have taken LING 260 prior to Fall 2008 may not take LING 160 for further credit. Breadth-Social Sciences.

**LING 220 - Introduction to Linguistics (3)**

The description and analysis of language patterns. Focuses on the structure of sounds, words, sentences, and meaning. Breadth-Social Sciences.

**LING 280 - Interdisciplinary Topics in Linguistics (3)**

Introduces students to topics in which fundamental concepts of Linguistics are combined with concepts from other fields in order to answer applied or theoretical questions. As topics examined may vary by term, this course may be repeated once for credit if the topic is different.

**LING 282W - Writing for Linguistics (3)**

Develops skills in writing in linguistics while providing a closer look at fundamental concepts of the discipline. As topics examined may vary by term, this course may be repeated once for credit if the topic is different. Prerequisite: LING 220. Writing/Quantitative.

**LING309W – Sociolinguistics (3)**

A systematic approach to the study of linguistic variation in different areal, social, and cultural settings. Prerequisite: LING 282W. Recommended: LING 160 or LING 260. Students with credit for LING 409 may not take this course for further credit. Writing

**LING 360 – Introduction to Applied Linguistics (3)**

Theoretical and practical aspects of second language learning. Prerequisite: LING 282W.

**LING 408 – Field Linguistics (3)**

The investigation and description of an unfamiliar language. Prerequisite: LING 221 or 321; and 222 or 322.

**LING 431 – Language Structures I (3)**

Detailed examination of the structure of a selected language. Prerequisite: LING 282W; or LING 221 and 222.

**LING 432 – Language Structures II (3)**

Detailed examination of the structure of a selected language. Prerequisite: LING 282W; or LING 221 and 222.

**LING 480 – Topics in Linguistics I (3)**

Investigation of a selected area of linguistic research. This course may be repeated once for credit if the topic is different. Prerequisite: Requirements will vary according to the topic offered.

**LING 482W – Topics in Linguistics III (3)**

Investigation of a selected area of linguistic research. The course will be writing-intensive. This course may be repeated once for credit if the subject is different. Prerequisite: Requirements will vary according to the topic offered. Writing.



### 8.9 Letter of support

From the Hul'q'umi'num' Language & Culture Society:  
(The proposed program title of Minor First Nations Languages has since been renamed to "Minor in Indigenous Languages")



Hul'q'umi'num' Language & Culture Society  
1093 Nagel St., Duncan BC V9L 2E6  
hlccstrategi st@gmail.com  
February 11, 2020

The Hul'q'umi'num' Language & Culture Society, a registered BC society, is an Indigenous not-for-profit collective. Our dedicated team of Elders and language specialists (who are teachers and students in the language) do a variety of research projects and community involved language activities, under the governance of our board of directors. We represent fifteen First Nations and Friendship Centers in the Hul'q'umi'num' territory and serve as the language authority for the Hul 'q'umi'num' language for the Teacher Certification Branch of the Ministry of Education.

Recognizing the urgent need in our territory for language specialists to teach the language, develop educational materials, and to do research with remaining speakers, HLCS partners with Simon Fraser University on delivering the Hul 'q'umi'num' Language Academy. The professors from SFU and other universities offer courses on Hul 'q'umi'num' language, culture, and linguistics that lead to the Certificate in First Nations Language Proficiency, the Diploma in First Nations Language Proficiency, the Graduate Certificate in the Linguistics of a First Nations Language, and the MA in the Linguistics of a First Nations Language. Besides partnering in the delivery of courses, our research team is very adept doing research and we are currently partnered on several SSHRC grants held by SFU and University of Victoria Faculty. Among our members are 14 language teachers who recently earned SFU MA degrees. Over 30 students have earned their undergraduate certificates. Eight of our students have earned the Diploma and are now in the BA program with extended minors in Linguistics. The proposed minor in First Nations Languages will give them a second minor so that they can complete their BA degrees. We anticipate that over 40 Hul'q'umi'num' speakers will be interested in earning a minor in Indigenous Languages in the next few years.

Our lead Elders at the HLCS Ruby Peter and Delores Louie have together over 100 years of working as language specialists. Ruby received honorary doctorate degrees at both Simon Fraser University and University of Victoria last June. Having linguistically trained first language speakers helps keep the quality of the work high and the language use authentic and culturally appropriate. We thank SFU for teaching most of the courses here to the community-based cohort



so that our Elders can be available to mentor the students on their path toward fluency. The young researchers at HLCS are very motivated and serious and most want to earn degrees. Having the program here means that they can finish degrees while at the same time helping to make sure the work gets shared to the community.

With the recent focus on indigenization of the curriculum in the schools, SFU graduates are in high demand. Every one of the recent Certificate graduates were offered a job as a cultural teaching assistance or as a researcher on funded projects. For the diploma program we have provided the students the unique opportunity of working part-time on HLCS or SSHRC projects while taking four courses a term. This allows them to support themselves and their families while studying. But it also means that they are fully prepared for the jobs they take on at local schools and universities and as researchers on the language projects of various local tribes.

Our hope for the learners is that they will become fluent. Our dream for our language specialists is that they will complete their educations, right up to the PhD level and earn a good salary. We thank SFU for helping these dreams come true.

Huy tseep q'a', sii'em'



Christopher Alphonse, Yelqwetse'  
HLCS Board of  
Directors (of the  
Quw'utsun' Tribe)



## *Tkemlúps te Secwépemc*

To: Prof. Catherine Murray  
 Associate Dean  
 Faculty of Arts and Social Sciences  
 Simon Fraser University  
 Burnaby, BC V5A 1S6

Re: Tkemlúps te Secwépemc Language Department Support for the new SFU Minor in First Nations Languages

Dear Catherine,

Please accept this letter as indicating the full support by the Tkemlúps te Secwépemc's Language Department for the newly developed minor in First Nations Language put forth by SFU's First Nations Languages Program and Department of Linguistics. As one of seventeen communities of the Secwépemc Nation, we at Tkemlúps te Secwépemc are deeply committed to strengthening and revitalizing our ancestral Secwépemc language among our members, and to work with elders and learners from all of our Secwépemc communities to revitalize our critically endangered language.

We see community language courses and mentor-apprentice programs as vitally important ways to achieve this. To this effect, several of our TteS members have benefitted from the SFU undergraduate Certificate in First Nations Language Proficiency (CFNLP), and currently, several of the employees in the TteS language department are completing their SFU Diploma in First Nations Language Proficiency (DFNLP), with courses taught by Elder Mona Jules and Dr. Marianne Ignace. The diploma courses have significantly helped us build a strong cohort of intermediate to advanced learners of Secwepemctsin. As recent graduates of the SFU MA in the Linguistics of a First Nations Language, Jessica Arnouse and I have been able to teach beginner level Secwépemc language courses in our community, thus attracting a good number of new learners to our language. The new Minor in First Nations language, building on the certificate will enable members of our community and nation to become proficient in our language and make significant contributions to Secwepemctsin revitalization at all age levels – from the cradle to adulthood. We fully appreciate and support how the Minor, in combination with other SFU Minors or Majors, will enable our community members to attain bachelor's degrees as they strengthen our language. Therefore, we would like to express our full and unqualified support for this new credential.

Sincerely,

*Ted Gottfriedson*

T. Gottfriedson,  
 Tkemlúps te Secwépemc Language and Culture Department Manager