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MEMORANDUM

ATTENTION: Senate

TEL

FROM: Jon Driver, Vice-President, Academic and Provost, and Chair, SCUP

RE: Full Program Proposal for a Graduate Certificate in the Linguistics of a First Nations Language (SCUP 16-24)

DATE: August 9, 2016

TIME

At its July 20, 2016 meeting, SCUP reviewed and approved the Full Program Proposal for a Graduate Certificate in the Linguistics of a First Nations Language in the Department of Linguistics within the Faculty of Arts and Social Sciences, effective Summer 2017.

Motion:

That Senate approve and recommend to the Board of Governors the Full Program Proposal for a Graduate Certificate in the Linguistics of a First Nations Language in the Department of Linguistics within the Faculty of Arts and Social Sciences, effective Summer 2017.

c: N. Hedberg



GRADUATE STUDIES AND
POSTDOCTORAL FELLOWS

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MEMORANDUM

ATTENTION	Senate Committee on University Priorities (SCUP)	DATE	July 8, 2016
FROM	Wade Parkhouse, Chair of Senate Graduate Studies Committee (SGSC)	No.	GS2016.16
RE:	Proposal for Graduate Certificate in the Linguistics of a First Nations Language		

At its meeting of June 6, 2016, SGSC approved the full program proposal for a Graduate Certificate in the Linguistics of a First Nations Language and is recommending it to SCUP for approval, **effective Summer 2017.**

Motion:

That SCUP approve and recommend to Senate the full program proposal for a Graduate Certificate in the Linguistics of a First Nations Language in the Department of Linguistics within the Faculty of Arts and Social Sciences.



Dr. Nancy Hedberg, Chair
DEPARTMENT OF LINGUISTICS
Faculty of Arts and Social Sciences

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MEMORANDUM

ATTENTION Lisa Shapiro, Associate Dean **DATE** April 20, 2016
FROM Nancy Hedberg, Chair 1
Yue Wang, Graduate Program Chair
RE: Graduate Certificate in the Linguistics of a First Nations Language

On April 14, 2016, the Department of Linguistics approved the following curricular program changes (attached).

- (a) Proposal for a Graduate Certificate in the Linguistics of a First Nations Language

We also submit in support of the proposal the following letters (attached to the proposal):

- (b) Letter of support from Nancy Hedberg, Chair, Department of Linguistics, SFU.
- (c) Letter of support from Marianne Ignace, Director, First Nations Languages Centre, SFU.
- (d) Letter of support from Eldon Yellowhorn, Chair, Department of First Nations Studies, SFU.

Please place this proposal on the agenda of the next meeting of the Faculty of Arts and Social Sciences Graduate Studies Curriculum Committee.



SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

**Graduate Certificate in the Linguistics of a
First Nations Language**

Program Proposal

August 15, 2016

Department of Linguistics and First Nations Language Centre

Executive summary

The Graduate Certificate program in the Linguistics of a First Nations Language offers training to students for careers as language researchers, educators, and material developers. Students gain expertise in language documentation and analysis of a First Nations language of BC or the Yukon. Emphasis will be placed on the language in its socio-cultural and educational setting. The learning model centres on Indigenous Ways of Knowing, featuring mentorship and participation in community engaged projects, integrated with conventional academic approaches that involve formal lectures and paper writing. Courses are taught by academic experts on the language and the linguistics of the language, together with teams of Elders, knowledge holders and community linguists.

This four-course (16 unit) certificate is developed for and in collaboration with First Nations communities, following the mission statement of the SFU Aboriginal Strategic Plan (2013–2018).

In British Columbia and elsewhere in North America, First Nations languages are critically endangered, and many First Nations language communities will lose the remaining handful of fluent first language speakers within the next decade or two. As First Nations communities set out to (re)-vitalize their languages, there is an urgent need to produce language experts with advanced communication skills in the language as these are connected to cultural knowledge and traditions, combined with skills of applied linguistic analysis. This program is designed to address this need by providing solid graduate level education that builds on the prior rich traditional knowledge of the students and the Elders that will teach them, but also on their prior academic education at the undergraduate level. The proposed Graduate Certificate in the Linguistics of a First Nations Language proposes a “train the trainers” approach by providing graduate level skills in a language and its analysis to individuals who will in turn become the trainers of future adult learners of respective First Nations languages. In addition, the graduate level training in linguistics coupled with attaining advanced level skills in a First Nations language proposed here will be of utmost value in graduates’ future professional careers as developers of high quality resources, curricula and learning materials. The courses in the Graduate Certificate are designed to focus specifically on linguistic, cultural and communicative aspects of a particular language.

Most of the students in the Graduate Certificate program will be mature students, traditional knowledge holders and cultural experts, and already at least semi-fluent in their languages through prior training and experience. Some students will have BA degrees that may include completion of the First Nations Language Proficiency Certificate, a minor in linguistics, a joint major in First Nations Studies and Linguistics, or a major in Linguistics. Many of these prospective students have completed community-based programs offered prior to 2011 through the SFU Kamloops program, or since that time through continuing community outreach programs that have offered First Nations Language (FNLG), First Nations Studies and Linguistics courses and certificates in various First Nations communities. Some of the students in the Graduate Certificate may not hold BA degrees, although their prior academic training will consist of Upper Division coursework in FNLG and other disciplines (usually through having completed the First Nations Language Proficiency (FNLP) Certificate), combined with many years of non-credit practical training in their languages and other relevant professional experiences. The Graduate Certificate provides an alternative path to post-graduate education for this group of language experts previously marginalized by the education system.

PART A

Proposed credential to be awarded

Graduate Certificate in the Linguistics of a First Nations Language

Location of program

Courses will be delivered on location in First Nations communities and at various SFU campuses (Burnaby, Downtown, and Surrey).

Academic units offering proposed program

The Department of Linguistics

Anticipated program start date

April 1, 2017

The first offering of the certificate will be a cohort program offered in Duncan, BC, focused on Hul'q'umi'num' language to start April 1, 2017, delivered by a team led by Dr. Donna Gerdts.

A second offering of the certificate will take place at SFU Burnaby with follow-up at various First Nations community locations to start July 1, 2017, delivered by a team led by Dr. Marianne Ignace.

Anticipated completion time

The completion time will depend upon the course offerings at different locations, but will range from two semesters of full-time study to four semesters of part-time study.

Summary of proposed program

a) Aims, goals and/or objectives of the proposed program

This proposal arises out of the urgent need felt and expressed by First Nations communities in British Columbia and the Yukon to produce advanced speakers of their First Nations languages in the face of the rapid decline in the number of first language speakers, and the deep-felt need of the graduates of the SFU First Nations Language Proficiency Certificate cohorts to further their education. In several locations that have served BC and Yukon First Nations languages (Haida, Heiltsuk, Halq'emeylem, Hul'q'umi'num', Nuxalk, Secwepemctsin, Sm'algyax, St'at'imcets), past graduates of the FNLP, many of whom have undergraduate degrees, have indicated interest in completing this Graduate Certificate.

For example, over the last three years, over forty students have taken SFU courses on Hul'q'umi'num' on location in the vicinity of Duncan, BC on Vancouver Island. Twelve courses were offered, ranging from the 100 to 400 level. Fourteen Hul'q'umi'num' students have now completed their certificates. At first, university

courses were very demanding for most of them, as they lacked essential academic skills. However, they were motivated by a sense of responsibility to do all they could to support the survival of their language. The courses were taught by a team of SFU linguist Donna Gerds and native speaker linguists Delores Louie and Ruby Peter, who developed innovative methods of teaching to help unlock the scholarly abilities of the students. Learning in the SFU courses is hands-on, project based, with only occasional lectures. The class dynamic resembles a multi-generational family, with each person learning but also teaching and helping others at the same time.

Most of the students are mature students, respected knowledge holders in the community, who had no opportunity to pursue post-secondary education when they were younger. They serve their communities as language teachers and researchers, but as the number of fluent elders rapidly declines, they and their communities realize the urgent need to advance their linguistic and communicative skills.

This situation is paralleled in the other communities where SFU undergraduate programs have been offered. In addition, planning is underway to offer First Nations languages and linguistics in many more of the over forty language communities in BC and the Yukon. For example, starting in Fall 2016, SFU undergraduate courses on the Squamish language will be taught in a language academy model.

The objectives behind this proposal are: (1) to provide graduate-level instruction in the applied foundations of linguistic analysis as it pertains to a particular First Nations language, (2) to provide advanced level training in a particular First Nations language, and (3) to examine issues in the socio-cultural and educational setting of the language.

b) Anticipated contribution of the proposed program to the mandate and strategic plan of the institution

**ABORIGINAL STRATEGIC PLAN SIMON FRASER UNIVERSITY 2013–2018
VISION/MISSION STATEMENT**

Aboriginal learners learn in a variety of fashions and in a variety of contexts, both modern and traditional. Simon Fraser University works with the Aboriginal community to enhance and engage Aboriginal learners' participation in the historic, socio-economic, educational, and cultural lives of the traditional, local, provincial, national, and global communities.

Simon Fraser University is committed to being the leading “engaged” university in Canada, defined by its dynamic integration of innovative education, cutting edge research, and far-reaching community engagement. Therefore, the university is committed to:

- Engaging Aboriginal students by equipping them with the knowledge, research skills, and experiences to prepare them for life in an ever-changing and challenging world;
- Engaging research to become a world leader in knowledge mobilization in the service of Aboriginal peoples;
- Engaging Aboriginal communities in every way possible to contribute to their social,

economic, environmental, and cultural well-being.

Since the early 1990s, the SFU Linguistics Department, through its partnership with First Nations Studies has played an important role in supporting undergraduate level community-based efforts to revitalize seriously endangered languages in First Nations communities throughout British Columbia and the Yukon. SFU's First Nations language program epitomizes the implementation of SFU's Strategic Vision through its mandate of delivering courses in indigenous communities, taught by teams of experts and First Nations knowledge holders using indigenous teaching models.

In particular, we address the following guiding principles of our graduate certificate program. They were developed in collaboration with First Nations Elders and language teachers, and in consultation with the local universities, school districts, and First Nations organizations who employ our students.

- Full and equitable participation by Aboriginal people.
 - by opening an alternative route to admission for mature students with substantial experience in the field. Recognizing the unique educational needs and identities of Aboriginal peoples.
 - by taking into account the historical marginalization of First Nations people within the education system resulting in special academic challenges and by incorporating traditional ways of teaching into our courses to help facilitate mastery of the subject. These include inter-generational and experiential learning.
- Addressing the higher education needs and aspirations of Aboriginal communities.
 - by delivering courses in communities, thus allowing our students to continue their jobs and their roles in their families and communities while pursuing higher education, and by helping to mentor future Aboriginal post-secondary instructors.
- Acknowledging, respecting, and incorporating Aboriginal people's values and traditions in university programs.
 - by hiring First Nations Elders/scholars as instructors and co-instructors in our courses, and by pairing them with academics with years of experience doing collaborative research in the community, and by integrating cultural traditions into both the course delivery and the course content.

c) Potential areas/sectors of employment for graduates and/or opportunities for further study.

The Graduate Certificate in the Linguistics of a First Nations Language will give graduates of the cohorts the necessary knowledge and confidence to become language teachers in secondary and eventually post-secondary schools. Many school districts and First Nations bands hire researchers to undertake language documentation and analysis. Note, that it is common in the smaller universities like Nicola Valley Institute of Technology, Thompson River University and Vancouver Island University to hire instructors who are fluent speaker of languages. By involving a "train the trainers" approach, this graduate certificate will enable

Graduate Certificate in the Linguistics of a First Nations Language

graduates to assist, i.e. to be the next generation of instructors and coaches who will support intermediate to advanced level fluency, much needed among the present and future generations of language teachers.

d) Delivery methods.

The program will be delivered face-to-face, by a team of linguistic experts and traditional knowledge holders. In some cases, the certificate will be delivered as a community-based cohort program.

e) Related programs in institution or other British Columbia post-secondary institutions.

Graduates of our SFU programs are eager to put their knowledge to use and continue their education. In the undergraduate First Nations Languages Proficiency (FNLP) Certificate they acquire basic knowledge of their language and of linguistics applied to their language. However, no graduate certificate programs currently exist anywhere in BC where they can learn more about the structure of their own language while deepening their knowledge of linguistic theory.

The nearest equivalent program in BC would be the Graduate Certificate in Indigenous Language Revitalization at the University of Victoria. That program, however, does not focus on linguistic analysis nor on the structure of an individual language, but rather on general issues and methods of language revitalization theory and practice needed to become a language strategist (e.g. administration, educational philosophy, socio-politics, and curriculum development).

Contact information

Nancy Hedberg, Chair, Department of Linguistics; 778-782-3554; hedberg@sfu.ca.

PART B

PROGRAM DETAILS

a) Graduation requirements, target audience

Students complete at least four courses (16 units) of approved graduate coursework on linguistic methodology, the linguistic structure of a particular language, and the sociocultural or education setting of First Nations languages. Students must achieve a 2.5 CGPA in these courses to graduate.

Students must complete a minimum of 16 units from the following list of courses to be determined in consultation with their supervisory committee.

LING 804 – Field Methods (4)

LING 810 – Topics in Linguistics I (4)

LING 811 – Topics in Linguistics II (4)
LING 812 – Topics in Linguistics III (4)
LING 813 – Topics in Linguistics IV (4)
LING 855 – Topics in Applied Linguistics (4)

Our target audience consists of students who seek careers as First Nations language adult instructors, resource and curriculum developers. We foresee servicing three types of students: (1) fluent first language speakers and teachers of the First Nations language with some university courses, including undergraduate courses in FNLG, (2) second language speakers-language specialists-teachers who have completed the SFU First Nations Language Proficiency Certificate or its equivalent in the language, and (3) First Nations educators with BA or BEd degrees and at least two years of study of the language by way of completion of the FNLP Certificate or equivalent.

b) Admission requirements

Applicants will be required to meet the minimum University requirements for a Graduate Certificate as per GGR 1.3.2a. In addition, applicants must be fluent speakers of the language (as assessed by a panel of Elders); or be semi-fluent speakers who have completed the Certificate in First Nations Language Proficiency at SFU with a CGPA of at least 2.5. Also admissible are students who have completed a B.A. or B.Ed. and have studied both the language and some linguistics. All applicants must provide a portfolio containing evidence of being a language specialist, providing examples of products created or projects completed, with role or contribution specified.

Under exceptional circumstances, individuals who have not completed a bachelor's degree with a CGPA of 2.5 may be considered for admission as per GGR 1.3.2a. In this situation, individuals **MUST** have significant experience and demonstrated expertise in working on the language in the community as a language specialist. This expertise **MUST** be demonstrated through: a) Academic writing: course papers, conference presentations, journal articles, research reports, proposal submissions, journals; b) A portfolio of language materials they have produced: video and audio tapes, CD's, DVD's, lesson plans, curriculum, translations, transcriptions of taped interviews, stories or other materials produced in the language, transcriptions of taped interviews, reference materials; and c) Non-credit professional training: Description of mentorship or research assistantships with linguists, educators, anthropologists, ethnobotanists; workshops and conferences attended. Other pertinent information will be considered.

c) Labour market demand

Within First Nations communities, language and culture are seen as essential to the well being of all generations. Thus, there are a variety of jobs associated with language teaching, research and curriculum development. Formerly, language was transmitted in the families, but with the loss of many of the fluent Elders, the job of language transmission has shifted to pre-schools, K-12 schooling and adult education.

In First Nations communities in BC, the local colleges and universities are in dire need of post-secondary instructors to not only teach the language to adult community members but to train new generations of fluent language teachers to take on jobs in the public and band schools. In addition, as they are revitalizing their indigenous languages, First Nations communities face an urgent need to develop high quality resources and curricula that involve a variety of media (print and digital). This is the demand that this Graduate Certificate is intended to fill.

In sum, most of the students in our program will already be employed as language specialists. Many of them have worked for several decades as language instructors or researchers. However, demand for their services far outstrips their availability. The future survival of the First Nations languages of BC depends on opportunities for succeeding generations of First Nations youth to become fluent in their language, and thus they will require fluent teachers. The graduates of our cohort will be key to providing language instruction to tomorrow's First Nations language teachers. Our Certificate provides essential training in structure and literacy that will help prepare them for jobs as post-secondary instructors, tribal researchers, and curriculum developers.

d) Eligibility for scholarships, awards, and financial aid.

It is expected that many intended students work full-time as language teachers and researchers, so this will often be a part-time program. Thus, in the Duncan cohort, courses will be taught in the evening during the school year and as intensive courses in July and August. In the Burnaby mixed language cohort, students will likely also be part-time students.

Depending on individual students' First Nations postsecondary assistance policies, some students may be eligible for sponsorship (tuition, living assistance) from their First Nations. In addition, all students will be eligible for research assistantships and graduate stipends available through faculty research grants. For example, the 2013–2020 SSHRC partnership grant on First Nations language documentation and revitalization (M. Ignace director, J. Alderete and D. Gerds co-investigators), which is an ideal fit with the objectives of this Graduate Certificate, has budget allocations for several full or part-time graduate stipends. Ignace and other faculty members also hold SSHRC Insight grants and Partnership Development grants, which include funding for graduate students.

RESOURCES

a) Enrolment Plan

Estimated enrolment in each of the first two cohorts is 15 students. Subsequent offerings are also estimated at 15 students.

We expect that the majority of students will be past FNLP certificate and degree graduates from diverse First Nations language communities throughout BC and Yukon. Throughout the past several years, many of these past graduates have

indicated that they would like to complete a graduate program to advance their skills in linguistics and in the proficiency of their respective languages. In the case of the Duncan cohort, fourteen students have completed the First Nations Languages Proficiency Certificate focusing on Hul'q'umi'num' followed up by additional Upper Division coursework, and are ready to apply to the proposed offering of the Graduate Certificate program.

Additional prospective students are

- Individuals who have completed UNBC's undergraduate certificates and diplomas in First Nations language proficiency, and have laddered into BAs and B.Ed.s by way of the Developmental Standard Terms Certificate for First Nations language teaching;
- Graduates of UVic's certificate program in First Nations Language Revitalization and undergraduate degrees who, beyond learning theory and practice of language revitalization, want to advance their proficiency skills in a First Nations language and attain graduate level applied skills in Linguistics;
- Graduates of various undergraduate programs and equivalent who have attained intermediate skills in a First Nations language through Mentor-Apprentice training with fluent speakers and similar avenues, and wish to advance their proficiency skills in a First Nations language and attain graduate level applied skills in Linguistics.

b) Resources required and/or available to implement the program (financial and personnel) including any new faculty appointments

Many of our linguistics faculty do research on various First Nations languages and related topics:

John Alderete, Linguistics: Tahltan

Donna Gerds, Linguistics and First Nations Language Centre: Hul'q'umi'num' (Vancouver Island), Hun'q'umi'num' (Lower Mainland)

Trude Heift, Computer Assisted Language Learning

Marianne Ignace, First Nations Language Centre Director and Departments of Linguistics and First Nations Studies: Secwepemctsin, St'at'imcets, Heiltsuk, Nuxalk, Haida and Sm'algyax.

Dean Mellow, Linguistics, and First Nations Studies Committee: Acquisition, curriculum design, and testing of Indigenous/Algonquian languages

Through SSHRC Partnership Grant funding, the SFU Department of Linguistics has several postdoctoral fellows with excellent expertise and capacity to support this graduate certificate program. We have included the CVs of two of them here: Janet Leonard and John Lyon.

Space and administration:

When courses are delivered in communities, First Nations partner organizations provide space and accommodation.

Graduate Certificate in the Linguistics of a First Nations Language

For example, classroom space will be provided for the Hul'q'umi'num' cohort by Vancouver Island University, Cowichan Campus, and by Stz'uminus Senior Secondary School, Ladysmith. Administrative assistance on the Vancouver Island side will be supplied by Coast Salish Employment & Training Society Language Strategist Joan Brown.

Following the model of administrative workflow that we employ for undergraduate First Nations language courses, academic matters will be administered by Linguistics (Chair, Nancy Hedberg and Graduate Program Chair Yue Wang) and financial matters will be administered by the First Nations Language Centre (Director, Marianne Ignace). Administrative assistance will be supplied by First Nations Studies Department Manager Lorraine Yam, who also administers already existing off-campus First Nations Language programs and courses. Linguistics Department Manager Rita Parmar, and the Linguistics Graduate Secretary. There should be no impact on other programs supplied by the Linguistics Department or the First Nations Language Program.

c) Faculty members' teaching/supervision

For the Duncan cohort, the direction of the program and some of the instruction will be provided by Dr. Donna Gerdts, Professor of Linguistics at SFU. Dr. Gerdts, who has been researching Hul'q'umi'num' since 1975, is a fluent speaker. Dr. Gerdts will teach (or co-teach with a post-doc or Elders) all four 4-unit courses of the Graduate Certificate. She will be assisted by native speaker linguists Delores Louie and Ruby Peter, who have taught post-secondary courses for SFU, University of Victoria, and Vancouver Island University. These three have decades of experience researching together and have recently taught SFU courses together for the First Nations Language Proficiency Certificate. Their CVs are attached.

For the courses to begin in Burnaby in summer of 2017, the direction of the program and some of the instruction will be provided by Dr. Marianne Ignace, Professor of Linguistics and First Nations Studies at SFU who has worked on several First Nations languages (Secwepemctsin, St'at'imcets, Haida, Sm'algyax, Nuxalk, Heiltsuk), and fluently speaks Secwepemctsin and Haida. Dr. Ignace's teaching load in linguistics and FNST prioritizes community-based courses, thus it is a good fit for her teaching assignments for the summer semester 2017 to Fall semester 2018. Other faculty in linguistics as well as post-docs and community-based native linguists will help deliver courses. Dr. Ignace is senior supervisor to one PhD student, Kelli Finney, who is specializing in the revitalization and linguistics of the Haida language for her dissertation. Kelli is qualified to serve as TA/tutor/mentor. The CVs of language experts and fluent speakers Lawrence Bell (Haida) and Dr. Ron Ignace (Secwepemctsin) are also included.

Thus, it is possible to undertake this graduate certificate program with current faculty positions. However, if the Department of Linguistics acquires additional faculty resources, we will be able to expand the program and offer it in additional locations in the future.

d) Proposed tuition and other program fees including a justification

Since the intended students mostly work full-time as language teachers and researchers, this will often be a part-time program. The first two cohorts (Duncan and Burnaby) will be part time, with students taking only one or two courses per term. Hence we believe that tuition should be charged on a per credit basis. When students are enrolled in two courses (8 units), have a minimum CGPA of 3.0, and a demonstrated financial need, they will be eligible for bursaries or the work-study (on campus) program. If they are B.C. residents and enrolled in 2-5 units, students may also qualify for a part-time loan.

PART C: Appendices

Appendix 1 – Calendar entry

The Linguistics of a First Nations Language

The Graduate Certificate in a First Nations Language offers training to students for careers as language researchers, educators, and material developers. Students gain expertise in communicative skills, language documentation and analysis of a particular First Nations language. Some cohorts will be entirely devoted to a single language (e.g. Hul'q'umi'num'), while others will be mixed-language cohorts focusing on work by individual students or groups of students on a particular language, but supplemented by material applicable to all the languages of the cohort (e.g. Xaad Kil, Secwepemctsin, and Tahltan). Emphasis will be placed on the language in its socio-cultural and educational setting. The learning model integrates Indigenous Ways of Knowing with linguistic analysis and documentation, featuring mentorship and participation in projects in addition to formal lectures and paper writing. Courses are taught by a team of Elders and knowledge holders and academic experts on the language.

The cohort programs will be offered on site in the First Nations language community, or through a combination of on-campus and community-based course modules. In order to accommodate the work schedules of participants who are language teachers in public schools, or who are otherwise fully employed, courses will be offered in late afternoons, evenings, during summer breaks.

GRADUATE CERTIFICATE IN THE LINGUISTICS OF A FIRST NATIONS LANGUAGE

Admission Requirements

Applicants will be required to meet the minimum University requirements for a Graduate Certificate as per GGR 1.3.2a. In addition, applicants must be fluent speakers of the language (as assessed by a panel of Elders); or be semi-fluent speakers who have completed the Certificate in First Nations Language Proficiency at SFU with a CGPA of at least 2.5. Also admissible are students who have completed a B.A. or B.Ed. and have studied both the language and some linguistics. All applicants must provide a portfolio containing evidence of being a language specialist, providing examples of products created or projects completed, with role or contribution specified.

Graduate Certificate in the Linguistics of a First Nations Language

Under exceptional circumstances, individuals who have not completed a bachelor's degree with a CGPA of 2.5 may be considered for admission as per GGR 1.3.2. In this situation, individuals MUST have significant experience and demonstrated expertise in working on the language in the community as a language specialist. This expertise MUST be demonstrated through: a) Academic writing: course papers, conference presentations, journal articles, research reports, proposal submissions, journals; b) Language materials: video and audio tapes, CD's, DVD's, lesson plans, curriculum, translations, transcriptions of taped interviews, stories or other materials produced in the language, transcriptions of taped interviews, reference materials; and c) Professional training: Description of mentorship or research assistantships with linguists, educators, anthropologists, ethnobotanists; workshops and conferences attended. Other pertinent information will be considered.

Program Requirements

Students complete at least four courses (16 units) of approved graduate coursework on linguistic methodology, the linguistic structure of a particular language, and the sociocultural or education setting of First Nations languages. Students must achieve a 2.5 CGPA in these courses to graduate.

Students must complete a minimum of 16 units from the following courses to be determined in consultation with their supervisory committee.

- LING 804 – Field Methods (4)
- LING 810 – Topics in Linguistics I (4)
- LING 811 – Topics in Linguistics II (4)
- LING 812 – Topics in Linguistics III (4)
- LING 813 – Topics in Linguistics IV (4)
- LING 855 – Topics in Applied Linguistics (4)

Appendix 2 – Courses

No new courses are required. It will be noted that five of the six permitted courses are topics courses. This is for two reasons: (1) so as to be able to adapt course offerings to the particular language and to the particular needs of each cohort, and (2) because discussion in the Linguistics Department to generalize calendar descriptions so as to make our regular graduate courses applicable to First Nations Linguistics content has not yet been completed. The department is working on such generalization for five of its regular graduate courses so as to be able to plan for a full MA track for First Nations linguistics that the present Graduate Certificate can ladder into. Four of those courses are relevant to the first cohort. Appended below are the course outlines for the courses that will be offered for the first cohort. LING 810 is a specialization of LING 800 Phonology, LING 811 is a specialization of LING 801 Syntax, LING 812 is a specialization of LING 803 Discourse and Pragmatics, and LING 813 is a specialization of LING 806 Sociolinguistics. LING 855 is already a course used to regularly teach the graduate introduction to Applied Linguistics (the specific focus varies with different instructors).

SIMON FRASER UNIVERSITY
LING 804-Field Methods (4 units)

Instructors: Janet Leonard and Donna Gerdts
(e-mail: gerdts@sfu.ca phone: 250-701-1236)
Elders: Ruby Peter, Delores Louie

Course Description:

Linguistics as an empirical science uses cross-linguistic evidence to develop and test theories of human language. In keeping with the goal of providing analyses of all of the world's languages, linguists engage in fieldwork with native speakers. The Field Methods course teaches students to elicit, transcribe, organize, and analyze linguistic data collected from a native speaker of an understudied and often unwritten language, in this case Hul'q'umi'num'. Students meet with the native speaker in class each week, taking turns asking questions about the language. The instructor helps the students transcribe, translate, and interpret the data provided by the native speaker until the students develop sufficient skills to work with the speaker directly. Each week, we will record a short (4-6 minute) story from a speaker, and students will be responsible for transcribing and translating it.

Students learn techniques to discover the grammatical structure of a language and test hypotheses about that structure, rather than learning already established generalizations about the language, as would be typical in a language course. Students investigate the phonetic, phonological, morphological, and syntactic structure of a language, and develop an increasingly sophisticated understanding of how the language operates. As the course progresses, the student will gain an understanding of the kinds of questions that will best lead to understanding the language's structure, and how to critically evaluate statements about a language gathered from a speaker.

In addition, we will discuss the social, cultural, and individual dynamics of field work situations. Students practice recording and processing audio and video data, managing databases, and producing archive quality materials.

Course Materials:

To be distributed in class.

Course Grading:

In-class elicitation	30%
Assignments	30%
Weekly transcriptions/translations	20%
Project and final presentation	20%

SIMON FRASER UNIVERSITY
LING 810-4 Topics in Linguistics I (4 units)
Phonetics and phonology of a First Nations language

Instructor: Janet Leonard and Donna Gerdts
(e-mail: gerdts@sfu.ca phone: 250-701-1236)
Elders: Ruby Peter, Delores Louie

Course Description:

This course is an introduction to phonetics and phonology, with special reference to the pronunciation and perception of Hul'q'umi'num' speech. We will begin with a survey of acoustic, auditory, and articulatory phonetics.

Topics to be covered include: vocal tract acoustics, speaker normalization, coarticulation, prosody, theories of speech perception and auditory word recognition, the phonetics of second language acquisition; computerized methods for speech analysis.

A special focus will be made on the pronunciation of Hul'q'umi'num' speakers of different levels of fluency and the preparation of teaching materials for speakers of different levels.

Next, we will delve into the phonological processes of Hul'q'umi'num', including vowel reduction, epenthesis, assimilation, dissimilation, (de)glottalization, and stress placement, especially as they interact with morphological processes such as prefixation, infixation, suffixation, and reduplication.

Course Materials:

To be distributed in class, including papers from the reading list below.

Course Grading:

Problem sets	80%
Final paper	20%

Reading List:

Gerdts, Donna B., and Thomas E. Hukari. To appear. *Halkomelem*. Lincom Europa, Munich, Germany. (Chapter 1: Phonology (40 pages))

Gerdts, Donna B. and Mercedes Q. Hinkson) *Hul'q'umin'um' Phonics*. (Self-Study Edition) A secondary school textbook prepared for the First Nations Representatives and Nanaimo School District No. 68, May 1996. (170 pp.) with three accompanying audio cassettes.

Peter Ladefoged (2006) *A Course in Phonetics*, 5th ed. Boston: Thomson/Wadsworth.

SIMON FRASER UNIVERSITY

LING 811-4 Topics in Linguistics II (4 units)

Morphology and syntax of a First Nations language

Instructor: Donna Gerdts (e-mail: gerdts@sfu.ca phone: 250-701-1236)

Elders: Ruby Peter, Delores Louie, and other guests

Course Description:

This course is an introduction to morphology and syntax, with special referene to Hul'q'umi'num' sentence structure and word architecture.

We will start with an analysis of simple clauses, looking at word order, inflection, voice (active, passive, and antipassive), oblique marking, and clitic type and order.

Next, we will focus on the linguistic structure of Hul'q'umi'num' words. We will learn how to use the dictionary and other electronic resources to construct and solve problem sets designed to figure out word architecture. What is the root of the word? What are the prefixes, suffixes, and infixes? What meaning does each have?

We will explore a variety of verb suffixes, including transitive, reflexive, reciprocal, applicative, and causative. What syntactic effect do these suffixes have on clause structure? Can these suffixes co-occur on the same root? What order do they appear in?

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We will examine complex clause constructions, including, coordination, subordination, nominalization, and topicalization and their uses in expressing complementation, Wh-questions, and focus constructions.

Course Materials:

To be distributed in class, including papers from the reading list below.

Course Grading:

In-class presentations	20%
Problem sets	30%
Writing assignments	30%
Project and final presentation	20%

Reading List:

- Gerdts, Donna B. (2010) "Ditransitive Constructions in Halkomelem Salish: A Direct Object/Oblique Object Language," in A. Malchukov, M. Haspelmath, and B. Comrie (eds.), *Studies in Ditransitive Constructions: A Comparative Handbook*, De Gruyter, 563–610.
- Gerdts, Donna B., and Thomas E. Hukari (2006) "The Halkomelem Middle: A Complex Network of Constructions," *Anthropological Linguistics* 48:1, 44–81.
- Gerdts, Donna B., and Thomas E. Hukari (2005) "Multiple Antipassives in Halkomelem Salish," in *Proceedings of the Twenty-sixth Annual Meeting of the Berkeley Linguistics Society*, University of California, Berkeley, California, pp. 51–62.
- Gerdts, Donna B., and Thomas E. Hukari (2006) "Classifying Halkomelem Causatives," *Papers for the 41st International Conference on Salish and Neighbouring Languages*, UBCWPL 18, pp. 129–145.
- Gerdts, Donna B., and Thomas E. Hukari (2012) "A Closer Look at Salish Intransitive/Transitive Alternations," *Proceedings of the Thirty-Second Annual Meeting of the Berkeley Linguistics Society*, University of California, Berkeley, California, pp. 503–514.

Reference material:

Payne, Thomas (1997) *Describing Morphosyntax: A Field Guide for Linguistics*. Cambridge University Press, Cambridge, England.

SIMON FRASER UNIVERSITY

LING 812-4 Topics in Linguistics III (4 units)

Narrative and discourse structure of a First Nations language

Instructor: Donna Gerdts

Elders: Ruby Peter, Delores Louie, and other guests

Course Description

The purpose of the course is to gain skills at understanding, analyzing, and creating Hul'q'umi'num' stories. We will start by listening to stories recorded from Elders in the last century, and studying them in terms of:

- Narrative structure—how to do introductions and endings, organizing oral paragraphs using parallelism, connecting the end of one paragraph with the beginning of the next, building up to a climax, etc.

Graduate Certificate in the Linguistics of a First Nations Language

- Rhetorical structure—using reported speech, repetitions, pauses, and carefully placed markers of evidence and attitude.
- The structure of connected sentences—connective particles, inflection in subordinated clauses, word orders etc.
- Expressing participants—using noun phrases versus demonstrative pronouns versus zero, using lexical suffixes, etc.
- Intonation—using pitch, loudness, and length to add expression and interest.

Also, students will gain skills at writing stories pitched at intermediate learners. Stories can be in Hul'q'umi'num' or composed in English and then translated with help from the Elders.

Topics to be covered include tips for making authentic translations, avoiding translation pitfalls, practice using dictionary and other resource materials. Also covered will be best practices for audio recording. Sound editing using Audacity. Students will practice recording and transcribing and writing their own stories.

By the conclusion of this course, students should be able to:

- Translate stories from English to Hul'q'umi'num' (with help from Elders if needed).
- Record a story and make a transcription.
- Edit the transcription with help from Elders.
- Take a story and turn it into an educational unit, drawing out its cultural significance and linguistic and rhetorical structure.

Course Materials:

To be distributed in class, including the reading list below:

Evaluation:

Assignments	30%
Story	40%
Story performance & teaching unit	30%

Reading list:

- Gerds, Donna B., and Thomas E. Hukari (2008) "The Expression of Noun Phrases in Halkomelem Texts," *Anthropological Linguistics* 50.3/4:1–41.
- Gerds, Donna B., and Thomas E. Hukari (2004) "Determiners and Transitivity in Halkomelem Texts," in Donna B. Gerds and Lisa Matthewson, eds. *Studies in Salish Linguistics in Honor of M. Dale Kinkade*. UMOPL 17, Missoula, pp. 150–170.
- Gerds, Donna B. (2001) "Narrative Devices in a Halkomelem Story," Society for the Study of the Indigenous Languages of the Americas/Workshop on American Indigenous Languages, University of California, Santa Barbara.

SIMON FRASER UNIVERSITY

LING 813-4 Topics in Linguistics IV (4 units)

Socio-cultural and cognitive aspects of a First Nations language

Instructor: Donna Gerds

Elders: Ruby Peter, Delores Louie, and other guests

Course Description:

This course investigates language in its cultural, social, and cognitive context. Topics include dialect and language definition, language change, languages in contact, language and identity, language and environment, language and worldview, language and oral performance, language endangerment and maintenance, and sociolinguistic factors affecting language materials development. We will focus in particular on the interplay of language and culture in Hul'q'umi'num', bringing in examples from other languages of the world for comparison. We will examine a variety of functional categories, including tense, number, gender, diminutives, and speech act particles, showing their connection to the Hul'q'umi'num' world view.

Topics include: areal features of Northwest languages, the Salish language family, Hul'q'umi'num' dialects, contact linguistics (loans, neologisms), gender, numeral classification, kin terms, anchoring language in time and space, expressing speaker's viewpoint, oral traditions, place names, and ethnobiology (plants, animals, birds, sea life).

Course Materials:

To be distributed in class, including the reading list below:

Course Evaluation:

Three essays based on readings	60%
Project	40%

Reading List:

- Gerds, Donna B. (2013) "The Purview Effect: Feminine Gender on Inanimates in Halkomelem Salish," *Proceedings of the Thirty-Seventh Annual Meeting of the Berkeley Linguistics Society*, University of California, Berkeley, California, pp. 417–426.
- Gerds, Donna B., and Ruby M. Peter (2011) "The Form and Function of Nativized Names in Hul'q'umi'num'," *Papers for the 46th International Conference on Salish and Neighbouring Languages*, UBCWPL 30, 81–100.
- Gerds, Donna B., and Mercedes Q. Hinkson (2004) "Salish Numeral Classifiers: A Lexical Means to a Grammatical End," *Sprachtypologie und Universalienforschung* 57: 2/3, 247–279.
- Gerds, Donna B. (2010) "Beyond Expertise: The Role of the Linguist in Language Revitalization Programs," in N. L. Furbee and L. A. Grenoble (eds.), *Language Documentation: Practice and Values*, J. Benjamins, Amsterdam, 173–192.

SIMON FRASER UNIVERSITY

LING 855-4 Topics in Applied Linguistics

Aspects of teaching and materials development for a First Nations Language.

Course Description:

This course covers theoretical and practical aspects of second language learning. Through readings, discussions and hands-on tasks, participants will develop critical skills in making their own strategic choices about approaches and methodologies for teaching Hul'q'umi'num'. Topics will include an overview of innovative methods and the development of materials that enrich the language-learning environment. We will also read case studies detailing the experiences of other aboriginal language programs.

Course Goals:

- To become familiar with different approaches to teaching language.

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- To adapt various approaches, methods and techniques to produce lessons for Hul'q'umi'num' which will promote fluency in the language and understanding of Hul'q'umi'num' culture.
- To be aware of teaching practices and materials development in other First Nations language programs.
- To be able to communicate teaching goals effectively to other educators and the general public.

Course Requirements:

Students will produce a **journal** in which they will evaluate approaches for their usefulness in teaching Hul'q'umi'num' and for how they reflect best practices such as: providing comprehensible input and output, managing interactive tasks, developing culturally appropriate materials, providing some focus on form, promoting creative use and meeting a variety of learning styles.

Students will produce and present a **portfolio**, a sequence of lessons using a variety of teaching strategies suitable for Hul'q'umi'num' and focused on a particular theme.

Students will road test a set of lessons and refine and revise them for inclusion in the shared storehouse of Hul'q'umi'num' teaching materials.

Course Evaluation:

Journal:	25%
Portfolio:	50%
Teaching demonstration:	25%

READINGS will include various articles supplied as well as:

- Richard-Amato, Patricia A, 1996. Making it Happen. *Interaction in the Second Language Classroom*, Longman. Various chapters.
- Larsen-Freeman, Diane, 2000. *Techniques and Principles in Language Teaching*, OUP.
- Ignace, Marianne, 1998. *Handbook for Aboriginal Language Program Planning in BC*. FNEESC.
- Ignace, Marianne, 2015. *British Columbia Kindergarten - 12 First Nations Languages Curriculum Building Guide*. FNEESC.
- Bennett, Ruth, 1997. *It really works: Cultural Communication Proficiency*. In Rehner, J (Ed.) *Teaching Indigenous Languages*, Flagstaff, Arizona.
- Russell, Susan M. 2009. *Ways of Talking Halkomelem: Interaction in Classroom Procedural Talk*. PhD dissertation, Special Arrangements, Faculty of Arts and Social Sciences, Simon Fraser University, Burnaby, BC.
- Penfield, Susan, Phillip Cash, and Christina Roberts. 2004. *Technology-enhanced Language Revitalization*. University of Arizona, Arizona Board of Regents.

Appendix 3 – Letters of support

Nancy Hedberg, Chair, Department of Linguistics
Marianne Ignace, Director, First Nations Languages Center
Eldon Yellowhorn, Chair, Department of First Nations Studies

Appendix 4 – Abbreviated curriculum vitae for non-SFU faculty

Lawrence Bell, HIGawangdlii Skilaa
Haida Elder and fluent speaker

SUMMARY OF QUALIFICATIONS IN Xaad Kil (Haida Language – Massett Dialect):

- Speaking: Fluent (First language speaker, last person in Massett raised in a Haida speaking household by elders born in late 1800s)
- Reading/writing: Familiar with practical orthography of Xaad Kil
- Translation: Experienced at translating and interpreting complex Haida traditional narratives (oral histories, clan narratives, oratory) from Xaad Kil into English; also experienced in carrying out complex translations of English texts into Xaad Kil for Council of Haida Nation, Xaad Kihlga Hl Suuu Society and other organizations
- Training: participation in language documentation and linguistic consultancy with Dr. Jordan Lachler (U. of Alberta) and Marianne Ignace (SFU)
- Co-development of Haida language teaching resources and materials (with Rhonda Bell and Marianne Ignace)

EDUCATION

George M. Dawson Secondary, grade 12
Trades training and certification, various institutions.

RELEVANT EXPERIENCE AND CONSULTING

- | | |
|------------|---|
| Since 1985 | Translation and transcribing of Haida language oratory and narratives (with M. Ignace). |
| 2011-2013 | Consultancy in extensive Northern Haida place names project facilitated by Council of Haida Nation. |
| 2015 | Co-instructor and language consultant in Haida language bootcamp (FNLG 335 and 435) in Massett community – with Dr. Jordan Lachler and M. Ignace. |
| 2016 | Haida language consultant in LING 408, Linguistic Field Methods, with Prof. Anvita Abbi, Visiting Professor. |

Research Contributions

2015. Ignace, Marianne, Lawrence Bell and Skil Jaadee White. Haida Language Bootcamp: How to Host an Intensive Language Program. Invited 90 min. workshop, FNESC Language Conference, Vancouver, July 2015.

2015. Marianne Ignace, Ronald Ignace and Lawrence Bell. “Indigenous Language Story-Work: Examples from Secwepemctsin (Shuswap) and Xaad Kil (Haida). Accepted paper, 4th International Conference on Language Documentation and Conservation. University of Hawaii, Honolulu, Feb. 26-March 1, 2015.

2014. Lucy Bell, Marianne Ignace and Lawrence Bell. Collaborative Research with Haida stories. Accepted paper, Stabilizing Indigenous Languages Symposium, University of Hawaii Hilo, January 2014.

2013. Marianne Ignace and Lawrence Bell. *Xaadaas Gyaahlangee: Bringing Haida stories and places back to life with digital media*. Presentation at Symposium *Living Our Indigenous Languages in a Multimedia Technology Enhanced World*. April 13, 2013, University of British Columbia, Vancouver BC.

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Chief Dr. Ronald E. Ignace (Stsmel'qen)

Title: Elected Chief, Skeetchestn Indian Band (since 1982)

SUMMARY OF QUALIFICATIONS IN SECWEPEMCTSIN (SECWEPEMC LANGUAGE, WESTERN DIALECT)

- Speaking: Fluent (First language speaker, raised in a Secwepemc speaking family by great-grandparents born in the late 1870s).
- Reading/writing: Familiar with practical orthography of Secwepemctsin.
- Translation: Experienced at translating and interpreting complex English texts into Secwepemctsin and vice-versa.
- Training: Trained by elders in Secwepemc storytelling and oratory; participation in coursework in linguistics and First Nations language.
- Teaching: language teaching and materials development elementary-post-secondary.

EDUCATION

Kamloops Indian Residential School grades 1–8 (1956-1962)

Upgrading, grades 9-12, Vancouver Community College (1970-71)

B.A., Sociology, University of British Columbia (1976)

M.A., Sociology, University of British Columbia (1980)

PhD, Department of Sociology/Anthropology, SFU (2008)

RELEVANT EXPERIENCE AND EMPLOYMENT

- | | |
|-------------|--|
| 2011-2013 | Part-time limited term lecturer, Simon Fraser University, teaching courses in First Nations Studies and Secwepemc language in Lillooet and Skeetchestn |
| 1995-2012 | Miscellaneous consulting work on First Nations languages and culture, Traditional Use and Knowledge studies |
| 2006-2010 | Sessional Instructor, First Nations Studies and Secwepemc language, Simon Fraser University – Kamloops Program |
| 2003-2005 | Chair, Canadian National Task Force on Aboriginal Languages and Cultures (TFALC) -Department of Canadian Heritage (PCH) |
| 1996-2006 | Research towards PhD dissertation, interviewing and documenting life histories and oral histories of numerous elders in Secwepemctsin |
| since 1990s | Secwepemc Language Documentation work with Marianne Ignace, Elder Mona Jules and several elders from Secwepemc communities |

Research Contributions (select list)

2013. Marianne Ignace and Ron Ignace. "The Secwepemc: Traditional Resource Use and Rights to Land." In: C. Roderick Wilson and Christopher Fletcher, eds, *Native Peoples, The Canadian Experience*, 4th Edition Toronto and London: Oxford University Press.

2008. Marianne Ignace and Ron Ignace. "Canadian Aboriginal Languages and the Protection of Cultural Heritage," in: Catherine Bell, ed., *First Nations Heritage and the Law: Our Voices, Our Culture*. Vancouver: University of British Columbia Press.

2008. *Our Oral Histories are our Iron Posts: Secwepemc Stories and Historical Consciousness*. Unpublished PhD Dissertation, Department of Sociology and Anthropology, Simon Fraser University.

2005 "The Recommendations of the Taskforce on Aboriginal Languages and Cultures" – invited presentation, International Symposium on Indigenous Languages, hosted by the Dept. of Canadian Heritage, Aichi Japan, August 2005.

1999 Ignace, Ronald "Introduction." In: Peter Murphy, Marianne Ignace and George Nicholas, Eds. *Coyote U: Stories from the Secwepemc Education Institute*. Penticton: Theytus Press.

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Janet Leonard

PhD Candidate, University of Victoria

Education

PhD Linguistics, (expected completion spring 2016), University of Victoria.

MA Linguistics, 2006, University of Victoria

BA Linguistics, 2004, University of Victoria

Grants (Selected)

2015 Jacobs Fund Research Grant (with D. Louie)

2008–2010 SSHRC Doctoral Fellowship

2008 Phillips Fund: *The Interaction of Morphology and Phonology in SENĆOŦEN*

Relevant Experience

Post-Doctoral Researcher

2016-current Halkomelem language PI: Marianne Ignace (SFU)

University of Victoria Sessional Instructor

2013 Ling 459 SENĆOŦEN Language level IV (with STOLŦEEL John Elliott Sr.)

2010 Ling 181 Introduction to Linguistics for Language Revitalization (with A. Werle)

2008 Ling 181 Introduction to Linguistics for Language Revitalization

Research Associate

2012–2014 Saanich dictionary project PI: Timothy Montler (UNT)

Research Assistant

2012–2014 SENĆOŦEN pronunciation project PI: Sonya Bird (UVic)

2010–2011	Dene Stories	PI: Andrea Wilhelm (U of Alberta/UVic)
2009–2010	Explaining recurrent sound patterns The role of Articulatory Conflict	PI: Sonya Bird (UVic)
2008	North Straits Salish Syntax	PI: Ewa Czaykowska-Higgins (UVic)
2004–2006	Salish Prosodic Morphology and Contrast in Optimality Theory	PI: Suzanne Urbanczyk (UVic)

Publications

- Czaykowska-Higgins, Ewa, & Janet Leonard (2015). North Straits Salish Syntax. In Tibor Kiss, T., & A. Alexiadou (Eds.), *HSK Syntax: Theory and Analysis, Volume 3*. Berlin, Boston: De Gruyter Mouton, 1726–1763.
- Bird, S., E. Czaykowska-Higgins, & J. Leonard (2012). To reduce or not to reduce: Evidence from SENĆOŦEN story telling. *Canadian Acoustics* 40(3):14–15.
- Leonard, J., & C.K. Turner (2010). Lexical connections among SENĆOŦEN perfectives and imperfectives. In Beck, D. (Ed.), *A Festschrift for Thomas M. Hess on the Occasion of his Seventieth Birthday*. Whatcom Museum Publications 21, 82–112.
- Leonard, J. (2009). Preliminary investigation of the relationship between morphology and phonology in SENĆOŦEN (Saanich). *Working Papers of the Linguistics Circle*, 19:141–152.
- Bird, S., & J. Leonard (2009). Universality of articulatory conflict resolution: Evidence from Salish languages. *Northwest Journal of Linguistics*, 3(2):1–29.
- Leonard, J. (2007). A preliminary account of stress in SENĆOŦEN (Saanich, North Straits Salish). *Northwest Journal of Linguistics*, 1(4):1–59.
- Leonard, J. (2006). Formalizing stress in SENĆOŦEN. *Proceedings of the 2006 Annual Conference of the Canadian Linguistic Association*. (12 pages)
- Leonard, J. (2006). Formalizing stress in SENĆOŦEN. MA thesis. University of Victoria.
- Leonard, J. (2005). Lexical suffixes, roots and stress in SENĆOŦEN. In Brown, J., M. Kioyta, & T. Peterson, (Eds.), *Papers for the Fortieth International Conference on Salish and Neighbouring Languages*. UBCWPL 16:140–165.

Conference Presentations

- Bird, S., E. Czaykowska-Higgins, B. Claxton, J. Elliott, A. Jimmy, and J. Leonard, (2013). The evolution of a SENĆOŦEN story project. Canadian Linguistics Association. University of Victoria.
- Bird, S., S. Moisik, J. Leonard, & S. Smith. (2010). An optic flow analysis of tongue movement in SENĆOŦEN /qV/ and /Vq/ sequences. Ultrafest V. Yale University.
- Leonard, J. (2010). Puzzles with the distribution of the SENĆOŦEN plural infix—first steps. 45th International Conference on Salish and Neighbouring Languages. University of Oregon and Northwest Indian Languages Institute.
- Bird, S., & J. Leonard (2010). SENĆOŦEN /qv/ Co-articulatory effects: phonetics or phonology? Laboratory Phonology. Albuquerque.
- Bird, S., & J. Leonard (2009). The Phonetics and Phonology of Coarticulatory effects in SENĆOŦEN. Invited Talk. University of Victoria colloquium series.
- Bird, S., & J. Leonard (2009). The effect of /q/ on adjacent vowels in SENĆOŦEN. Phonetics of Phonology? 44th International Conference on Salish and Neighbouring Languages. Montana.
- Leonard, J. (2007). Preliminary investigation of the relationship between morphology and phonology in SENĆOŦEN. Northwest Linguistics Conference. University of Victoria.

- Leonard, J. (2007). The interaction between morphology and phonology in SENĆOŦEN. Workshop on the Structure and Constituency of Languages of the America 12. University of Lethbridge.
- Bird, S., & J. Leonard (2007). The universality of articulatory conflict resolution. Evidence from Salish languages. Canadian Linguistics Association. University of Saskatoon.
- Leonard, J., & C.K. Turner (2006). Lexical Connections among SENĆOŦEN Actuals and Perfectives. International Conference on Salish and Neighbouring Languages, 41. University of Victoria.
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Delores Louie

Hul'q'umi'num' name: Swustanulwut

Date of birth: 1941

Band membership: Stz'uminus First Nations

SUMMARY OF QUALIFICATIONS IN HUL'Q'UMI'NUM' LANGUAGE

- Speaking: Fluent (First language speaker, raised in a Hul'q'umi'num'-speaking family, encouraged by parents to become native language and culture expert)
- Reading: Familiar with phonetic and practical orthographies
- Writing: Able to transcribe speedily and accurately
- Translation: Experienced at translating to and from English
- Training: Language and linguistics courses
- Teaching: language teaching and materials development elementary-post-secondary

EDUCATION

St. Catherine's School, Duncan, BC, grade 1-8

Malaspina College, grades 9-12 BTSD 1968

Diploma in Native Indian Languages, 1973-1975

Dept. of Linguistics, University of Victoria, Victoria, BC

- Full-time two year program in linguistics (UVic) and Education (Camosun College)
- Profs. Geoffrey O'Grady, Barry Carlson, Tom Hukari, and Thom Hess

Course: Teaching Native Languages, Summer 1975

Dept. of Education, University of British Columbia, Vancouver, BC

RELEVANT EXPERIENCE

Language Teacher, Hul'q'umi'num' language, Grades K-7, 1970s & 1980s
North Oyster Elementary, Diamond Elementary, Ladysmith Intermediate, Ladysmith, British Columbia

- Developed own materials in consultation with Elders

Linguist, Stz'uminus First Nations 1990s

S'aa'lh Sqwal project

- Recorded conversations and filmed stories of the Hul'q'umi'num'-speaking Elders
- Translations and transcriptions, proofreading
- Funded by First Peoples' Cultural Fund, Heritage Canada, and Social Sciences and Humanities Research Council of Canada (grants to Donna Gerdts & Tom Hukari)

Graduate Certificate in the Linguistics of a First Nations Language

Instructor, Elder in Residence

2007–present

First Nations Studies, Vancouver Island University, Nanaimo, BC

- Language and culture course
 - Teaching and research on ethnobotany
 - Spiritual guidance for First Nations students
- <http://www.viu.ca/firstnations/description.asp>

Professor, Vancouver Island University, Nanaimo, BC

2007–present

Elder in Residence for the First Nations Studies

- Teaching language, culture, and Coast Salish belief systems.
 - One-on-one mentoring for First Nations students
 - Lecturer in a wide-variety of First Nations courses on diverse topics.
- See the VIU calendar for course descriptions.

<http://www.viu.ca/calendar/courses/FNAT.ASPX#FNAT110>

<http://libguides.viu.ca/content.php?pid=50467&sid=370481>

Instructor, Simon Fraser University

2012–2014

Hul'q'umi'num' language instructor for a series of courses for SFU First Nations Language Proficiency Certificate, Duncan cohort

- FNLG 158 - First Nations Language Immersion I
- FNLG 258 - First Nations Language Immersion II
- FNLG 231 - Introduction to First Nations Language I
- FNLG 232 - Introduction to First Nations Language II
- FNLG 331 - Description and Analysis of a First Nations Language I
- FNLG 332 - Description and Analysis of a First Nations Language II
- FNLG 335 - Topics in First Nations Languages I
- FNLG 434 - Topics in First Nations Languages II

OTHER SKILLS AND SPECIALIZED KNOWLEDGE

- Ethnobotany, native herbalist
- Manager for several language and/or culture projects for Stz'uminus First Nations
- Frequent organizer and participant in native ceremonial events

RECENT ACTIVITIES

Starting summer 2010, she has worked with VIU science professors on an ethnobiology project testing the efficacy of native remedies. This work is now being prepared for publication. During summer 2011, she worked with Donna Gerds, Tom Hukari, and Ruby Peter on a film about making dolls for memorial services, one of the many cultural duties that she engages in for longhouse ceremonies. The film, funded by a SSHRC Standard Research Grant, is currently on display at the Cowichan Valley Museum. During summer 2012, she worked with her sister Ruby Peter on transcribing and editing Ellen's White's 300-page manuscript on Hul'q'umi'num' flora and fauna, funded by a Jacobs Research Fund Grant. Recently she has been engaged on a Stories Project with the SFU students <http://sxwiem.hwulmuhwqun.ca/>.

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John Lyon

Postdoctoral Fellow, First Nations Language Centre, SFU

Graduate Certificate in the Linguistics of a First Nations Language

Department of Linguistics
Simon Fraser University
8888 University Drive
Burnaby, BC V5A 1S6 CANADA

Cell: 604-790-2790
Email: jmlyon@sfu.ca

EDUCATION:

University of British Columbia, Vancouver, BC, CANADA

Ph.D., Linguistics, May 2014

- Thesis Title: Predication and Equation in Okanagan Salish: The Syntax and Semantics of DPs and Non-verbal Predication
- Advisor: Professor Henry Davis
- Area of Study: Salish linguistics; semantics/syntax interface

University of Montana, Missoula, MT, USA

M.A., Linguistics, August 2005

- Thesis Title: An Edition of Lawrence Nicodemus's Coeur d'Alene Dictionary
- Advisor: Professor Anthony Mattina
- Area of Study: Salish linguistics; lexicography; morphology

Auburn University, Auburn, AL, USA

B.A., German, August 2000

- Internship: Kreisbauemverband Havelland, Brandenburg, GERMANY
- B.Sc., International Business, May 2000
- Minor in Economics

LANGUAGES:

English: native speaker

St'át'imcets (Lillooet Salish): 4 years of fieldwork; 5 years of language instruction

Nsyilxc̓ōn (Okanagan Salish): 6 years of fieldwork

Snchitsu'umshtsn (Coeur d'Alene Salish): 2 years of dictionary work

German: proficient with a total of 10 years school experience; 1 year in Germany

REVIEWED PUBLICATIONS

Lyon, John. (forthcoming in 2016). *Okanagan Grouse Woman: Narratives from the Upper Nicola by Lottie Lindley*. University of Nebraska Press. Lincoln, NE. 425 pages.

Lyon, John. (forthcoming in 2016). Francis Drake's 1579 Voyage: Assessing Linguistic Evidence for an Oregon Landing. *Anthropological Linguistics*. 68 pages.

Lyon, John. 2015. Okanagan Determiner Phrases and Domain Restriction. *International Journal of American Linguistics* 81:2, pp 187-219.

Lyon, John. 2013. Oblique Marked Relatives in Southern Interior Salish: Implications for the Movement Analysis. *Canadian Journal of Linguistics* 58:2, pp 349-382.

Lyon, John. 2010. Lawrence Nicodemus's Snchitsu'umshtsn File Card Collection in Dictionary Format. *Northwest Journal of Linguistics* 4:2, pp 1-110.

Lyon, John & Greene-Wood, Rebecca. 2007. *An Edition of Lawrence Nicodemus's Coeur d'Alene Dictionary in Root Format*. University of Montana Occasional Papers in Linguistics (UMOPL), volume 20. Missoula, MT. eds. Anthony Mattina, Timothy Montler. monograph, 242 pages.

SELECT EMPLOYMENT EXPERIENCE:

Postdoctoral Fellow: Simon Fraser University, Nov. 2013 – present
First Nations Language Partnership Grant

Graduate Certificate in the Linguistics of a First Nations Language

I am partnering with the Upper St'át'imc Language, Culture and Education Society (USLCES) to (i) complete, check, and disseminate existing projects in language documentation/pedagogy; (ii) archive, transcribe and translate existing language recordings; (iii) build linguistic capacity within the Upper St'át'imc speech community.

Language Instructor: FNLG 335-2, Intermediate St'át'imcets Transcription, Jan. – Apr. 2016

Simon Fraser University First Nations Languages

Course Description: This course focuses on more advanced aspects of St'át'imcets. Students with intermediate fluency skills and experience in reading and writing words in the language will focus on improving their skills in reading and writing St'át'imcets, through transcribing longer conversations and narratives from fluent speakers. Students will gain individual and collective experience in creative writing and will have the opportunity to publish their final projects as working papers.

Language Instructor: FNLG 335-1, Building Intermediate Fluency: St'át'imcets Grammar and Literature Feb. - May 2015

Simon Fraser University First Nations Languages

Course Description: This course focuses on more advanced aspects of St'át'imcets. Students with basic fluency skills focus on some of the more refined aspects of St'át'imcets grammar, necessary to master for intermediate and advance level fluency. Comprehension and production exercises are designed around recordings of traditional and modern narratives. Students are guided through self-assessment formats enabling them to monitor their progress. A large proportion of the instruction is in St'át'imcets-only.

Instructor: LING 324 – Introduction to Semantics Sept. – Dec. 2015

Simon Fraser University Department of Linguistics

Course Description: This class provides an introduction to the study of how meaning is encoded and expressed in natural language. We examine basic concepts in the study of formal aspects of meaning: e.g., compositional semantics, truth-functional connectives, and quantification in natural language. Basic formal tools and techniques in doing semantic analysis are studied, supplemented by problem solving exercises. We also discuss how formal aspects of meaning are distinguished from the pragmatic aspects of meaning.

Language Instructor: St'át'imcets (Lillooet Salish) Sept. 2008 - May 2012

In-Shuck-Ch Nation, Deroche, BC

I worked with a fluent speaker (Mesísl, Herman Dan Sr.) to develop and implement a curriculum for a BCLI-funded weekly community language class in Mission, BC. The class also worked towards larger yearly project goals, including a phrase book, a multi-media storybook collection, and a bi-lingual subtitled interview project with elders.

University of British Columbia Working Papers in Linguistics Sept. 2008 – Sept. 2013

UBCWPL, Department of Linguistics

Editor-in-chief, Summer 2009 - Summer 2013. Duties include organizing meetings and designating editorial tasks to other editors.

Editor, Fall 2008 - Summer 2013. Duties include editing and compiling the annual International Conference on Salish and Neighbouring Languages (ICSNL) proceedings volume.

Treasurer, Fall 2008 - Summer 2009. Duties include processing incoming book orders, and writing invoices to customers for book orders.

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Ruby Peter

Hul'q'umi'num' name: Sti'tum'at

Date of birth: 1932

Band membership: Quamichan Band, Cowichan Tribes

EDUCATION

- Diploma in Native Indian Languages 1973–1975
Dept. of Linguistics, University of Victoria, Victoria, BC.
- Course: Teaching Native Languages. Dept. of Education, University of British Columbia, Vancouver, BC, Summer 1975.

RELEVANT EXPERIENCE

Language Teacher

- Hul'q'umi'num' language teacher in 1970s & 1980s: Kindergarten, Elementary and Secondary at St. Catherine's, Quamichan, Queen of Angels, Koksilah. Developed own materials in consultation with Elders.
- Malaspina College, Duncan (now Vancouver Island University). Special program for seventeen native speakers. Four university courses on language, reading, transcription, and linguistics. Co-taught with Tom Hukari. 1995–1996.
- University of Victoria. Linguistics 401. Salish (co-taught with Tom Hukari) 2000.
- Malaspina College. Hul'q'umi'num' language courses. Co-taught with Tom Hukari. 2001–02.
- Northwest Native College (Lummi, WA). Public speaking. 2001. Language & Native History. 2002.
- Malaspina College-U & Cowichan Tribes: Language courses 2003-2006.
- University of Victoria. Linguistics 461. Field Methods (co-taught with Kaoru Kiyosawa). 2008.
- Simon Fraser University (on-site in Duncan, BC). FNLG 158, 231, 232, 331, 332, 335. Co-taught & developed materials. 2012–2014.
<<http://www.sfu.ca/~gerdts/HulquminumLanguageMaterials.html>>

Linguist

- Cowichan Tribes: working as a researcher doing translations and transcriptions, and researching place names and history. 1960s.
- Worked on research projects of Donna Gerdts and Tom Hukari, funded by Social Science Humanities Research Council of Canada and internal Simon Fraser University and University of Victoria grants. 1970s up to present. Research duties included lexicography, constructing sentence examples, syntax and semantic grammaticality judgments, transcription, translation, interviewing Elders.
- Worked as a primary consultant on research projects funded by Jacobs Fund Research Grants, Whatcom Museum, with various linguists. Complementation in Halkomelem (1980), The Syntax of Lexical Suffixes (1992), Halkomelem Motion Applicatives (2004–5), The Suttles Legacy: Island Halkomelem Texts (2007), Hul'q'umi'num' Lexical Suffixes (2007), Form and Function of Hul'q'umi'num' Diminutives (2008), Using Hul'q'umin'um' Gender (2009), Form and Function of Hul'q'umi'num' Diminutives (2010), Hul'q'umi'num' Imperfective Verbs (2011), Hul'q'umi'num' Stories (2011-12), Cowichan Voices (2012), Modality and temporality in Hul'q'umi'num' (2012), Hul'q'umi'num' Flora and Fauna (2012).

- British Columbia Heritage Grant (with Tom Hukari and Helene Demers) to record and transcribe autobiography in both English and Hul'q'umi'num'.
- Worked on Cowichan Language Lessons (26 lessons and CDs) with Tom Hukari. 1994–1995.
- Cowichan Sweaters documentary film, *The Story of the Coast Salish Knitters*: did the transcription & translation.
- CURA projects: Elder and advisor on Hul'q'umi'num' projects including six DVDs plus booklets. Transcribed and translated for some of the projects. (Community University Research Alliance project Language Revitalization in Vancouver Island Salish Communities: A Multimedia Approach) 2004–2009.
- Consultant for Field Methods Course, Linguistics, University of Victoria. two times.
- Consultant on Hul'q'umi'num' data for various M.A. and Ph.D. theses including: Violet Bianco, “The Role of Sonority in the Prosody of Cowichan” (MA, U of Victoria, 1996), Andrew Cienski, “M'i tst t'akw' The Tellings of Dr. Sam; Texts and Coast Salish Oratory” (MA, U of Victoria, 2009), James Thompson, Syntactic Nominalization in Halkomelem Salish (PhD, UBC, 2012).

PUBLICATIONS

- Hukari, Thomas E., Ellen White, and Ruby Peter. 1977. Seagull steals the sun. In *Northwest Coast Texts, Stealing Light*, ed. by B. Carlson. *IJAL Native American Text Series*, Vol. 2, University of Chicago Press, 33–68.
- Hukari, Thomas E. (editor), and Ruby Peter (assoc. editor). 1995. *The Cowichan Dictionary of the Hul'qumi'num' Dialect of the Coast Salish People*. Duncan, Canada: Cowichan Tribes.
- Gerds, Donna B., and Ruby Peter. 2011. The Form and Function of Nativized Names in Hul'q'umi'num', *Papers for the 46th International Conference on Salish and Neighbouring Languages*, *UBCWPL* 30, 81–100.

CONFERENCE PRESENTATIONS (Selected)

- Gerds, Donna B., and Ruby Peter. “Liberating Loanwords: Halkomelem-ized English as a Language Revitalization Tool,” Workshop on the Sociolinguistics of Language Endangerment, Linguistic Society of America Summer Institute, Boulder, Colorado, July 2011.

FILMS (selected)

- Ruby Peter and Delores Louie. 2011. “Making Memorial Dolls.” 40-minute film in Hul'q'umi'num' with English subtitles.
- Ruby Peter. 2011. “Ruby Peter at the Stone Church.” 11-minute film in Hul'q'umi'num' with English subtitles
- Ruby Peter. 2011. “Little Wren Goes Hunting.” 12-minute film 2011
- Ruby Peter. 2011. “The Sts'inukw'a' Story.” 16-minute film
- Ruby Peter. 2011. “Q'iseq and the Stoneheads.” 24-minute film
- Ruby Peter. 2011. “Snotboy saves the Sequestered Girl.” 30-minute film



Dr. Nancy Hedberg, Chair
DEPARTMENT OF LINGUISTICS
Faculty of Arts and Social Sciences

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April 18, 2016

Lisa Shapiro
Associate Dean, Research and Graduate Studies
Faculty of Arts and Social Sciences
Simon Fraser University

Dear Lisa:

I am writing to express the complete support of the Linguistics Department for the proposed Graduate Certificate in the Linguistics of a First Nations Language. The department voted on April 14, 2016 to approve the April 2016 proposal.

A crucial component of the mission of the SFU Linguistics Department (as well Linguistics as a discipline) is to support the documentation, preservation and revitalization of endangered languages throughout the world, but especially those of British Columbia.

Professors Donna Gerdts and Marianne Ignace are well qualified to lead the first two cohorts of students enrolling in this Certificate, and the department supports them in their efforts.

If you need any additional information from me, please don't hesitate to ask.

Sincerely,

A handwritten signature in blue ink that reads "Nancy Hedberg".

Nancy Hedberg
Professor of Linguistics and Cognitive Science
Chair, Department of Linguistics
Simon Fraser University



First Nations Language Centre
DEPARTMENT OF LINGUISTICS
Faculty of Arts and Social Sciences



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April 18, 2016

To:
Prof. Lisa Shapiro
Associate Dean
Faculty of Arts and Social Sciences
Simon Fraser University

Re: Graduate Certificate in the Linguistics of a First Nations Language

Dear Lisa,

As Director of SFU's First Nations Language Centre, I would like to express my full support of the proposal for a Graduate Certificate in the Linguistics of a First Nations Language put forth by the Department of Linguistics. Having researched and taught in the field of Indigenous language revitalization for well over two decades, I am in full agreement with the goals and objectives of the proposed graduate certificate.

At a time when our First Nations languages, especially in British Columbia, are hanging by a thread, it is crucially important that we support Indigenous communities in their battle to revitalize their languages. Especially for languages that have only a small number of elderly fluent speakers left, it is vitally important to train adults to gain advanced level proficiency in their languages, combined with advanced training in linguistics and the expression of the cultural and social contexts of language use and their intergenerational transmission. In its structure and sequencing, the proposed Graduate Certificate addresses these needs. In addition, it addresses what are not only needs of the language communities with regards to revitalization, producing new speakers and individuals skilled in language documentation, but also the unique local and regional labour market needs to produce critically important well-trained professionals who will be uniquely qualified to, in turn, train the next generation of speakers of First Nations languages throughout First Nations organizations and public institutions in their respective Indigenous homelands and regions.

Please do not hesitate to contact me if you have further questions about this important and timely graduate certificate proposal.

Sincerely

A handwritten signature in blue ink that reads "Marianne Ignace". The signature is fluid and cursive.

Marianne Ignace, PhD., Director FN Language Centre
Professor, Departments of Linguistics and First Nations Studies



Dr. Eldon Yellowhorn, Chair
FACULTY OF ARTS AND SOCIAL SCIENCES
Department of First Nations Studies



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April 13, 2016

Dr. Nancy Hedberg, Chair
Department of Linguistics
Simon Fraser University
8888 University Drive
Burnaby, BC V5A 1S6

Dear Dr. Hedberg,

Please accept this letter as support for the proposed Graduate Certificate in the Linguistics of a First Nations Language. It offers an innovative approach that combines the cultural knowledge of mature students of the Hul'q'umi'num' and other language communities with the scholarly mandate of the First Nations Languages Centre. This is a unique opportunity that recognizes the skill sets of native speakers with the intent of transmitting their fluency through a cohort graduate program supported by academic personnel from SFU. This combination of expertise will promote language revitalization by transferring linguistic research skills to local personnel who will then be in a position to establish their priorities. There will be downstream benefits to having trained linguists who can work with their own languages and transmit their cultural knowledge. They will also have the professional credentials to sustain careers as research faculty in post-secondary institutions in this province.

Beginning January 1, 2017, the Cowichan First Nation in Duncan and the SFU Burnaby campus will be the sites for the course work and field research that will lead to the graduate certificate. Experiential learning will play a prominent role in creating the immersive, aural environment that will stimulate their scholarly endeavours. This program will be unique in this province as there is no other university offering an intensive focus on specific native languages. It will transfer advanced communication skills and analytical methods to language experts that will expand the repertoire of tools they can use to foster a vibrant constituency of speakers. It will also add meaning to the SFU Aboriginal Strategic Plan, building connections with first nations, and upholding the academic rigour of our institution. A Graduate Certificate in the Linguistics of a First Nations Language is an innovative program that will place SFU at the forefront of language revitalization in British Columbia, and perhaps in Canada.

Sincerely,

Dr. Eldon Yellowhorn