UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Susan Detmer, chair, Academic Programs Committee

DATE OF MEETING: March 19, 2020

SUBJECT: Language Teacher Education Program (LTEP) for the Bachelor of Education (B.Ed.) degree program

DECISION REQUESTED:

It is recommended:
That Council approve the Language Teacher Education program for the Bachelor of Education program, effective May 2021.

PURPOSE:
Council has responsibility for approving new degrees and degree-level programs.

CONTEXT AND BACKGROUND:

The College of Education is proposing a new route for the B.Ed. program: the Language Teacher Education Program (LTEP). The program will focus on teacher preparation for teachers of Cree and French and will include new methods courses for each language stream, taught in that language. The new courses will focus on second language pedagogy, curricula, and assessment knowledge.

The program route is developed in response to continued increases in second or additional language education programs, including a steady growth in immersion enrolment. Though the College of Education has attempted to meet the needs of serve the need for trained teachers in French and Cree through the Modern Languages teaching area, this has not allowed students the opportunities for training in planning, curricula, pedagogy or assessment in the language of instruction. The program will be offered initially in French and Cree, but there is the intent of adding Michif as well as additional Indigenous and Heritage languages over time. This multi-lingual approach is unique in Canada.

This program aligns with the needs of the Ministry of Education and Saskatchewan school boards, particularly those in the central and northern regions of the province. While the University of Regina offers a baccalaureate program through its Faculty of Education, it acknowledges that it does not have capacity to meet demand for French language teachers in the province.

The LTEP is a four-year, 120 credit unit degree program leading to a B.Ed. degree. Students in the LTEP program will take four education methodology courses in either French or Cree (depending on their focus). All students in the LTEP program will also enroll in the newly developed ECUR 412.3 Examining Place, Purpose, Programs, and Proficiency for Language Learners.
The Academic Programs Committee reviewed the proposed program at its February 12, 2020 meeting. The committee is supportive of the program and the program design that will allow it to grow to include additional languages. The committee voted to recommend that Council approve this program.

**FURTHER ACTION REQUIRED:**
Tuition associated with this program will be approved as per the Tuition and Fees Authorization Policy.

**ATTACHMENTS:**

1. Proposal for Academic or Curricular Change – Language Teacher Education Program (LTEP) route for the College of Education Bachelor of Education Degree
Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: Language Teacher Education Program (LTEP) Route for the College of Education Bachelor of Education Degree

Degree(s): Bachelor of Education

Field(s) of Specialization: Early/Middle Years

Level(s) of Concentration: Undergraduate

Option(s): N/A

Degree College: Education

Contact person(s) (name, telephone, fax, e-mail): Dr. Dawn Wallin, Associate Dean of Undergraduate Programs, (306) 966-7560, dawn.wallin@usask.ca

Proposed date of implementation: September 2021

Proposal Document

1. Academic justification:

Academic Justification

Within the Province of Saskatchewan, there exists a variety of opportunities for Pre-Kindergarten to Grade 12 students to learn a second or additional language in immersion, bilingual, intensive or core settings. Provincial school divisions and Indigenous communities have experienced an increase in demand for fluent and trained teachers to deliver these programs. Some of the reasons for this demand include Saskatchewan’s growing immigrant population, language revitalization efforts in response to the Truth and Reconciliation Commission of Canada: Calls to Action (2015), and growing concerns from the francophone community that language programming is a vital Constitutional and cultural right that should not be eroded. Senior administrators and Tribal Council leaders have had to recruit teachers from outside of the province to address the lack of qualified language teachers within the province of Saskatchewan.
The proposed LTEP route responds to the needs of practicing professionals in school systems where second-language programs (immersion, bilingual, and core) are currently delivered or in the development stages. Courses within the new program will focus on second language pedagogy, curricula and assessment knowledge as well as specific attention to culture, identity, and language revitalization. Providing Cree and French Education courses will deepen the professional study for teacher candidates and respects the Saskatchewan Professional Teacher Regulatory Board (SPTRB) requirements for teacher certification in Saskatchewan. In Saskatchewan: Registered teachers are “qualified, competent and trustworthy; the public has confidence in the teaching profession; students achieve their highest learning potential” (SPTRB, 2017).

The College of Education does not offer any methodology courses in a language other than English within the current Bachelor of Education program routes. Teacher candidates choosing Modern Languages as a teaching area receive no teaching methodology courses in their language of instruction. The Language Teacher Education Program (LTEP) route will support these teacher candidates by offering methodology courses in Cree or French, as well as coursework that focuses on teaching in second language settings. The LTEP route will focus on teacher preparation for teachers of Cree and French streams in its initial design, with the intent of adding Michif, additional Indigenous languages (hopefully Dakota and Saulteaux in time), and heritage languages as courses become available. This program would result in targeted teacher training that responds to the demands and needs of:

- University of Saskatchewan current and prospective students.
- Future employers, school divisions, and Tribal Councils in Saskatchewan.
- Pre-Kindergarten to Grade 12 students who would receive improved learning experiences in language programs and classroom settings.
- Communities interested in language preservation and revitalization.

Within the LTEP route, the College of Education has developed nine three-credit unit Education methods courses offered by the Curriculum Studies Department. One course will be taught in English, four in Cree and four in French depending on the language stream of choice for Teaching Area 1 (or major). These courses will be open to Education students only. The remaining courses are already created and offered through the College of Education or the College of Arts and Science that are currently offered in other Bachelor of Education program routes.

**Student Demand**

Within the Province of Saskatchewan, there is currently a variety of opportunities for Pre-Kindergarten to Grade 12 students to learn a second or additional language in an immersion, bilingual, intensive or core setting. Data provided to the College of Education in October 2018 from surrounding school divisions indicate that student enrolment in language programs has steadily increased over the last five years. Projections for the next five years indicate a continuous increase (Table 1). Due to this increase in student enrolment, provincial school divisions and Indigenous communities have experienced an increase in demand for fluent and trained teachers to deliver these programs. The College of Education has attempted to serve the needs of students who have Cree or French as their primary focus with the Modern Languages Teaching Area by placing them in field experiences in schools that offer these language programs. However, these students are not trained in planning, curricula, pedagogy or assessment in their language of choice, which is a significant limitation of our attempts to “make do” with these students. We lose students, or potential students, each year who choose other programs that can provide teacher education methods courses in other languages.
Unfortunately, those potential students in central and northern Saskatchewan who would most likely choose the University of Saskatchewan for their preparation program relocate to other regions to enroll in language-focused teacher education programs. They tend to remain in those areas because they obtain employment from the schools in which they have completed field experiences, and do not return to central and northern Saskatchewan. We are continually losing the potential market of student demand for those interested in becoming language teachers, and as a consequence, we are not serving the market needs of the local employers and educational partners whose language programs are growing.

Table 1

<table>
<thead>
<tr>
<th>School Division or School</th>
<th>Student Enrolment Increase in the Last 5 Years</th>
<th>Projected Student Enrolment Increase in the Next 5 Years</th>
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<tbody>
<tr>
<td>Northern Lights School Division</td>
<td>Continually rising in both Indigenous and French</td>
<td>No data provided</td>
</tr>
<tr>
<td>Greater Saskatoon Catholic School Division</td>
<td>+ 754 French + 192 Cree - 63 Ukrainian</td>
<td>+600 French +243 Cree -13 Ukrainian</td>
</tr>
<tr>
<td>Saskatoon Public School Division</td>
<td>+928 French +141 Cree</td>
<td>+650 French</td>
</tr>
<tr>
<td>Light of Christ School Division</td>
<td>+28 French</td>
<td>+19 French</td>
</tr>
<tr>
<td>Ile-à-la-Crosse School Division</td>
<td>Currently 400 Michif</td>
<td>No data provided</td>
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<tr>
<td>Sun West School Division</td>
<td>No language programs</td>
<td>No language programs</td>
</tr>
<tr>
<td>Conseil des écoles fransaskoises</td>
<td>Currently 2,000 French</td>
<td>+180 French</td>
</tr>
<tr>
<td>Lloydminster Catholic School Division</td>
<td>+79 French</td>
<td>+102 French</td>
</tr>
<tr>
<td>Prairie Spirit School Division</td>
<td>New French Immersion Program Currently 28 students Cree program in 2 schools</td>
<td></td>
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<tr>
<td>Saskatchewan Rivers School Division</td>
<td>Currently 650 French Exploring Cree Bilingual program</td>
<td>+100 French</td>
</tr>
<tr>
<td>Northwest School Division</td>
<td>Currently have French and Cree programs No data provided</td>
<td>No data provided</td>
</tr>
<tr>
<td>Lloydminster Public School Division</td>
<td>Currently 2,486 French Currently 149 Cree</td>
<td>No data provided</td>
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Alignment with College and University Plan, Vision, Mission, Values Priorities of the College Plan and Integrated Plan

The proposed LTEP is a strategic and visionary plan that aligns with the College of Education Strategic Plan, the University Plan as well as the Ministry of Education Sector Plan. This program route also responds to the Vision 2030: Saskatchewan’s Post-Secondary Education in French Strategic Areas of Focus and, as previously mentioned, the Truth and Reconciliation Commission of Canada’s Calls to Action. Nowhere else does there exist a language teacher education program that allows for a multi-lingual approach to teacher preparation. This program
would be one of a kind, and would provide learners with opportunities to study with teacher candidates in their language of choice, with learners who have chosen a different language, and with students in other program routes who are studying in English. Such diversity would bring English, French, and Indigenous language learners together with a focus on language revitalization and culture. It also allows the College of Education to reduce costs and increase efficiency in programming options as students are placed in flexible programming options in courses that exist across multiple program routes. To that end, we have created innovative programming that is educationally sound from a learning perspective, supports diversity and cross-cultural learning across multiple cultures and language groups, and is programmatically efficient.

**Alignment with the College of Education Mission, Vision, and Strategic Plan**
This program is innovative and will impact our social fabric in important ways as teacher candidates are prepared to teach in Cree or French language settings, with the potential for other languages to be added once capacity is developed. The focus on language revitalization, transformational pedagogy and cross-cultural competencies will assist teacher candidates in “building a positive foundation for a stronger and healthier future” (College of Education Strategic Plan 2025). The presentation and development of pedagogical practices and linguistic fluency acknowledge the province’s cultural and linguistic diversity. This program responds to provincial and national linguistic and cultural priorities for Indigenous, non-Indigenous, and newcomer communities.

**Alignment with the College of Education 2025 Strategic Plan:**
- **Area 1: Intensify research and discovery:** This program will make a local and global difference by producing teachers exposed to and comfortable teaching in language settings that incorporate cultural responsive pedagogies, language methodologies, and cross-cultural settings. Its unique multi-lingual design offers possibilities for research in the area of quality teacher preparation programming that has never before been available as this program would be the first of its kind.

- **Area 2: Create and champion excellence in teaching and learning:** Teacher candidates will be immersed in Cree or French during course work and field experiences in order to improve individual language proficiency and methodological prowess. Teacher candidates will develop the capacity to plan, instruct, differentiate, and assess in a language other than English. Teaching and learning will be enhanced as the College better serves this unique group of students who currently are underserved by our undergraduate program.

- **Area 3: Elevate respect, reputation, and engagement:** There are currently limited Cree and no French methodology courses in second or first language teaching. This program route will respond to the needs of the student, community, and the profession. It will elevate respect from our public, Catholic, and First Nations educational partners, enhance our reputation for serving the linguistic needs of our diverse province, and foster engagement not only from potential employers, but also from undergraduate students who will be more likely to enroll in additional certificate or graduate programs.

**Alignment with the University of Saskatchewan Plan 2025**
- **Courageous Curiosity:** It takes courage for students to wish to become language teachers. Many are not as fluent as they might hope to be in their language of choice.
Taking classes in a language other than English, and then learning to teach the language to others is not an easy task. The College is exhibiting courageous curiosity in this programmatic experiment to design the first-ever multi-lingual language teacher preparation program that has much research potential.

- **Boundless Collaboration**: The program addresses the provincial and national shortage for trained teachers in Cree and French language schools. The College has collaborated with our educational partners to learn more about their language teaching and learning needs. In fact, this particular program route arguably has been based on more consultation with different cultural, linguistic, and educational partners than any of our other program routes. The consultation list is added as an appendix to this proposal to demonstrate the extensive consultation that has been done (Appendix A). Appendix B provides letters of support from a number of educational partner groups. Students in the program will be enrolled in language streams as cohorts. To that end, language learners will collaborate in their programs with students who are learning their language of choice, those who are learning other languages, and those who are learning in English. Ongoing collaboration and consultation with school divisions, Tribal Councils and First Nations language keepers has occurred during the curricula writing stage. Surrounding provincial school divisions, Tribal Councils and First Nations Education Authorities have provided feedback outlining the need for teacher training in the areas of Cree and French language and culture. Visits to various communities that offer Cree, Michif, and French language programs have been very helpful for needs assessments and for creating relationships with key language keepers/experts who have helped to shape the design of the program route. These partnerships will continue as the need for field placements, professional development opportunities, and program renewal evolve.

- **Inspired Communities**: Students in this program will be embracing *manacihitowin* (respect for one another as they learn side by side). A portion of the program may occur in the communities where Cree or French is spoken. Students will be encouraged to participate in land-based experiences as well as language camps. Elders and cultural leaders will be incorporated in the interdisciplinary studies. Because language cannot be separated from culture, the opportunities to engage with linguistic communities can inspire language revitalization efforts and offer sustained academic programming support for the communities that are currently under-served.

**Alignment with the Visions and Focus of External Bodies**
The course design aligns with the Ministry of Education's *Sector Strategic Plan, 2014-2020*. It will prepare teacher candidates to engage in language settings that demand of them curricular knowledge, differentiated instructional strategies, culturally and linguistically appropriate pedagogies, and authentic linguistic assessments. Community partnerships, First Nation, Métis, and Inuit perspectives and ways of knowing will be integrally embedded in all course outlines and resource selection.

The program responds to the *Visions 2030: Saskatchewan’s Post-Secondary Education in French Strategic Areas of Focus* (January 31, 2017) by acknowledging French as an area of emerging demand; by providing resources and supports for credit programming in French; by responding to the call to meet the needs of French students; by promoting post-secondary education in French, and by creating opportunities for collaborative programming with other
universities to access French opportunities. It also aligns with a document created by the Department of Canadian Heritage from the Government of Canada entitled, *Investing in Our Future—2018-2023 Action Plan for Official Languages* that advocates for strengthening linguistic communities, strengthening access to linguistic services, and promoting a bilingual Canada.

Finally, the program aligns with the *Calls to Action* of the Truth and Reconciliation Commission:

- **#13**: We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rites.
- **#16**: We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.

**Student Demographic**

The LTEP route is designed for students who wish to teach pre-Kindergarten to Grade 8 educational programs that offer Cree and French. This program will attract students from Indigenous communities as well as French communities within the province and nation. This route is designed specifically for students in the College of Education.

**Relationship to Other Programs**

**University of Saskatchewan College of Education**: This program is designed as a new Early/Middle Years program route for the existing Bachelor of Education degree. As noted earlier, students can currently enroll with a Modern Languages teaching area focusing on Cree or French, but there is no dedicated education coursework that supports them to learn to teach in language settings.

No current program routes within the college will be deleted or duplicated as a result of this offering. Eight new methodology courses have been developed in the language of instruction: four courses in Cree and four in French. Collaboration has occurred with instructors from the Curriculum Studies Department to reflect the methodological and teaching area focus of the current English methods courses. A ninth new course, ECUR 412.3: Examining Place, Purpose, Programs, and Proficiency for Language Learners will be a compulsory course for all LTEP students.

**Other Universities**: This proposed program is unique by design and will be delivered in a cohort model of language learners (Cree and French) based on a linguistic stream (Cree or French). Students in the cohort will take some courses and participate in learning communities as a cohort group (Cree and French). These students will eventually branch out into language specific courses (Cree or French) as well as participate in field experience opportunities in their specific language. There is a proposed exchange or off-site learning experience for the cohort to support linguistic, cultural and teaching experiences. Some possibilities include an exchange agreement with a university that offers courses in French, or it could occur in a community-based setting where Cree language and culture are taught. We have been strategic in the vision for opportunities to study at other institutions or communities that can support language learning. We are aware that many language programs increase tuition significantly because of the opportunity to study in another site. However, we also know that many of our potential students live in communities of poverty, and many of them already have family commitments that would preclude them from studying at another site. To that end, we have created this program to provide an optional possibility for studying in another language site, but the program does not require it. This flexibility allows us to keep tuition the same as our other B.Ed. program
routes. If students are able to afford the costs associated with studying at another site, we would create that opportunity for them as we currently create them for study abroad opportunities. These opportunities will have the expectation that students cover their own costs for accommodation and travel similar to how we expect this of students who are in their extended practica. We have been in preliminary discussions with Faculté St. Boniface and a host of local Indigenous communities (e.g., Meadow Lake Tribal Council, etc.) that are interested in partnership agreements for supporting the delivery of the program.

Due to the unique design, there is no other university that currently offers a multilingual approach to language teacher education. There do exist a number of universities that provide French language teacher training such as University of Regina, Faculté St. Jean - University of Alberta, Faculté St. Boniface - University of Manitoba, University of Victoria, University of Calgary, and University of British Columbia. Some programs allow for Cree or Dene to be a major of study, but not all of the following have created language curricula and methodology courses: University of Regina (B.Ed. Indigenous), First Nations University (Dene Teacher Education Program), University of Alberta, University of Brandon (Program for the Education of Native Teachers), University College of the North, Blue Quills University, and University of Victoria (Indigenous Language Revitalization).

The main concern over duplication of program exists with the University of Regina. Our program route is designed as a multi-lingual, second language teacher education route, and not directly as a French teacher education program. However, the letter provided by the Dean of the Faculty of Education at the University of Regina, included in Appendix B, notes that the University of Regina’s program is at capacity and is not meeting the demand. Thus, the U of R program will not serve the demonstrated need across the province. In addition, as noted above, we have lost students, and the potential local student market, for those in our central/northern area who move to other regions for programs and gain employment in those regions (particularly Regina/south). Employers and communities whose language programs are increasing cannot fill their needs for qualified teachers, and have been going out of province to hire. Finally, there are no plans underway to offer Dene language programming that is the language offered by First Nations University. Cree and Michif are of primary interest for this program route.

2. Admissions
The admission requirements for the LTEP route are the same as the Bachelor of Education, Early/Middle Years and Secondary program routes.

Admission Qualifications:

- Regular Admission – High School (less than 18 credit units of transferable post-secondary):
  - Grade 12 standing or equivalent.
  - Minimum average of 70% on five-subject high school average
  - Proficiency in English
  - One prerequisite subject from each of the following subject areas*:
    - **Natural Sciences**: Biology 30 or Chemistry 30 or Physics 30 or Earth Science 30 or Computer Science 30
    - **Social Sciences**: History 30 or Social Studies 30 or Native Studies 30
    - **Mathematics**: Foundations of Mathematics 30 or Pre-Calculus 30
Approved Second Language or Fine/Performing Art: 30-level language (other than English) or 30-level Fine/Performing Art

*An applicant is permitted to be deficient in two of these subject areas. If admitted, students must clear any deficiencies before entering the second year of study.

- Regular Admission – post-secondary (18 credit units or more of transferable post-secondary):
  - Minimum average of 60% on 18 or more transferable credit units or the cumulative weighted average from a recognized and/or accredited post-secondary institution; average calculated on all attempted courses (without breaking up an academic session) which are transferable to the University of Saskatchewan.
  - Proficiency in English.
  - No high school prerequisites required.

- Special Mature Admission (less than 18 credit units of transferable post-secondary):
  - 21 years of age by the first day of classes;
  - Have not previously attended university or college;
  - Have attempted or completed less than 18 credit units of post-secondary coursework;
  - Do not meet the standards for regular admission (this includes not having a Grade 12 standing, and/or not having a minimum admission average of 70%, and/or having deficiencies in the required Grade 12 courses/pre-requisites).
  - Proficiency in English

Note: A student who meets the minimum admission average but is deficient in the required courses of study can hold Special (Mature) student status.

Selection Criteria:

Competitive ranked admission (top down by average) is in place to manage enrolment in the college.

- Academic record – 100% weighting but with the option for applicants to include information for subjective consideration by the College of Education, Admissions Subcommittee where circumstances might otherwise deem them inadmissible.
- Average is calculated on five high school subjects or on 18 or more transferable credit units from a recognized and/or accredited post-secondary institution. Preference may be given to post-secondary applicants (18 credit units or more of transferable post-secondary coursework) with undersubscribed teaching areas, as determined by the College of Education Admissions Subcommittee. All applicants must meet minimum admission qualifications.

Special Consideration

- Applicants have the opportunity to provide an optional statement at the time of application that outlines extenuating or special circumstances that might have affected an applicant’s admissibility. The College of Education also provides applicants with the opportunity to declare membership in an equity category, if they
choose to do so. Applicants who provide an optional statement may also be asked to provide contact information for two references who can attest to the applicant’s knowledge, skills, and disposition to be considered in cases where the applicant may not otherwise be accepted.

3. Description of the program

Description of the Program
As with the existing Bachelor of Education, the LTEP route is a four-year degree program comprised of 120 credit units. The Course and Program Catalogue entry can be found in Appendix C.

Nine new Education courses have been developed for the Language Teacher Education Program, eight of which are Education methodology courses. Four of the courses will be taught in Cree and will focus on Cree teaching methods for Early Years learners. Students in the Cree stream of the program will be required to take these four courses:

- ECUR 304.3: Cree Literacy in the Early Years
- ECUR 315.3: Cree Mathematics in the Early Years
- ECUR 321.3: Cree Science in the Early Years
- ECUR 384.3: Cree Social Studies in the Early Years

Four new courses will be taught in French and will focus on French teaching methods for Early/Middle Years learners. Students in the French stream of the program will be required to take these four courses:

- ECUR 306.3: Methods in Teaching Early/Middle Years French Language Arts
- ECUR 319.3: Methods in Teaching Early/Middle Years French Mathematics
- ECUR 329.3: Methods in Teaching Early/Middle Years Science in French
- ECUR 385.3: Methods in Teaching Early/Middle Years French Social Studies

All students in the LTEP program will be required to enrol in the newly developed ECUR 412.3: Examining Place, Purpose, Programs, and Proficiency for Language Learners. An overview of the program and descriptions of the new courses that comprise the LTEP route are included below.
### Years 1 & 2
#### External Component (48 credit units) / Professional Study Component (12 credit units)

<table>
<thead>
<tr>
<th>R</th>
<th>C</th>
<th>[R= Registered, C = Completed]</th>
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<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>English 1 ____.3*</td>
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<td>Indigenous Studies INDG 107.3** (or equivalent)</td>
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<td>Fine Arts _____.3*</td>
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<td>Kinesiology _____.3*</td>
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*If any course above is part of Teaching Area 2, then the requirement is fulfilled by courses within the Teaching Area.

^If Social Studies or Indigenous Studies is the Teaching Area 2, then one of the requirements above is replaced with an external elective

#### Professional Study Component:

- ☐ ☐ EFDT 101.3: Introduction to Education
- ☐ ☐ ECUR 163: Mathematical content Knowledge for Teaching School Mathematics OR ECUR 164.3: This is a Course about Science?
- ☐ ☐ EPSE 202.3: Psychology Foundations of Teaching and Learning
- ☐ ☐ EFDT 265.3: Foundations for FNMI Teaching and Learning
  OR ECUR 265.3: Teaching for Reconciliation in the K to 12 Curricula

#### Teaching Area 1 (18 credit units) [Cree or French]

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#### Teaching Area 2 (12 credit units)

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**Education Learning Communities:**

- **Year 1**
  - ☐ ☐ EDLC 101.0: Community on Campus – Fall Term
  - ☐ ☐ EDLC 102.0: Community in the City – Winter Term

- **Year 2**
  - ☐ ☐ EDLC 201.0: Discovering Saskatchewan – Fall Term
  - ☐ ☐ EDLC 202.0: Global Community – Winter Term

### Year 2 - Spring Session

- ☐ ☐ EDST 213.0: Student Teaching in Rural and First Nations Schools

### Professional Study Component (60 credit units)

#### Year 3 (30 c.u.)

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<th>[C = Cree; F = French]</th>
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<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>ECUR 307.3: Early Literacy Prekindergarten to Grade 3 [C] or ECUR 308.3: Reading and Writing Development in Prekindergarten to Grade 3 [C] OR ECUR 309.3: Introduction to Elementary Language Arts [F]</td>
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<tr>
<td>☐</td>
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<td>EFDT 301.3: Educator Identity in Contexts Anti Oppressive and Ethical Beg.</td>
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<td>EPSE 348.3: Essentials of Assessing Student Learning</td>
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<td>ECUR 384.3 [C] or ECUR 385.3 [F]: Methods in Social Studies</td>
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<td>EDST 321.3: Field Experience Learning in Contexts</td>
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#### Year 4 (30 c.u.)

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<td>EXPR 422.15: Professional Extended Practicum</td>
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<td>Alternative Field Experiences Practicum</td>
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**Part I**

- ☐ ☐ EXPR 423.3: Adult Learning/Community Based Settings
  OR EXPR 424.3: International Opportunities

**Part II**

- ☐ ☐ EXPR 425.12: Saskatchewan Schools

- ☐ ☐ EADM 303.3: Structures, Systems & Stakeholders

**Term 2**

- ☐ ☐ EADM 303.3: Structures, Systems & Stakeholders
- ☐ ☐ EPSE 390.3: Exceptional Learners
- ☐ ☐ Methods Elective **ONE of:** EART 304.3 or EART 303.3; OR ECUR 353.3 or ECUR 352.3; OR ECUR 451.3 or ECUR 450.3
- ☐ ☐ ECUR 362.3: Principles and Practices of Second Language Teaching
- ☐ ☐ ECUR 412.3: Examining Place, Purpose, Programs, and Proficiency for Language Learners
The courses developed for the Language Teacher Education Program route are:

**ECUR 304.3: Cree Literacy in the Early Years**

**Description:** This course focuses on teaching Cree Language Arts in the Early Years. Situated in early childhood philosophy and pedagogy and an Indigenous worldview, it is an activity-oriented course which provides students with opportunities to participate in instructional methods and approaches that reflect the principles of early learning. This course will be taught in Cree and will provide opportunity for reinforcing and extending teacher candidate’s Cree language proficiency.

**Curricular Objectives**

Course participants will:

1. apply the principles of early learning through an Indigenous lens: children as competent learners, stimulating and dynamic environments, holistic development and learning, and strong positive relationships.
2. design instruction that is play-based and language rich, including invitations, storytelling, dramatic play, and child-centered lesson and unit plans.
3. demonstrate understanding of Cree curriculum documents and professional resources that guide the teaching of Cree language learning across the curriculum in culturally responsive ways.
4. select and use appropriate instructional and assessment strategies to achieve learning and language outcomes in the Cree classroom.
5. locate and select appropriate Cree resources to support listening, speaking, reading, writing, viewing and representing while considering diverse learning needs and the profile of a Cree language learner.
6. formulate and express – articulate literacy-teaching philosophy in a Cree language setting.
7. reinforce and extend own linguistic and cultural identity in preparation for future teaching in Cree language settings.

**ECUR 315.3: Cree Mathematics in the Early Years**

**Description:** Situated in early childhood philosophy and pedagogy and an Indigenous worldview, helps prospective early years school teachers develop instructional techniques that reflect current knowledge of mathematics, learning theories such as constructivism, principles of early learning, and classroom practice. It includes the early years mathematics curriculum and useful resource materials including intelligent materials, loose parts, manipulatives, textbooks and other print material, computer software, videos, calculators, and children's literature. This course will focus on Indigenous mathematics and teaching concepts.

**Curricular Objectives**

Course participants will:

1. apply the principles of early learning through an Indigenous lens: children as competent learners, stimulating and dynamic environments, holistic development and learning, and strong positive relationships.
2. design instruction based on the Cree Immersion Mathematics curriculum outcomes that is play-based and language rich, and that reflects a child-centered approach to the
creation of invitations, explorations, lessons, units, and the use of various instructional techniques.

3. create a Cree mathematics unit plan within a guided PLC (Professional Learning Community) environment while considering diverse learning needs and culturally responsive ways of knowing.

4. select and use appropriate instructional and assessment strategies to achieve learning and language outcomes in teaching mathematics to second language learners.

5. locate, create and implement appropriate Cree resources to be used in teaching mathematics in Cree.

6. reflect upon and represent how issues and topics presented in class impact teaching mathematics in Cree.

7. reinforce and extend your own linguistic and cultural identity in preparation for future teaching in Cree language settings.

**ECUR 321.3: Cree Science in the Early Years**

**Description:** Students will be introduced to teaching science in Cree and to the Saskatchewan science curriculum for early years learners. Situated in early childhood philosophy and pedagogy and an Indigenous worldview, methods and resources needed to teach the curriculum and respectfully include additional Indigenous ways of knowing at this level will be demonstrated. Relevant contemporary issues related to science education will be explored. This course will be taught in Cree and will provide opportunity for reinforcing and extending teacher candidate’s Cree language proficiency.

**Curricular Objectives**

Course participants will:

1. apply the principles of early learning through an Indigenous lens: children as competent learners, stimulating and dynamic environments, holistic development and learning, and strong positive relationships.

2. design and demonstrate play-based and inquiry activities and lesson plans using a variety of learning experiences including classroom-based and out of classroom.

3. design and share a unit plan based on the inquiry-based approach to science education using the (Cree) science curriculum.

4. select and use appropriate instructional and assessment strategies to achieve learning and language outcomes in teaching Cree Immersion science to second language learners.

5. locate, create and implement appropriate Cree resources to be used in teaching science in Cree while considering additional Indigenous ways of knowing and diverse learning needs.

6. reflect upon and share how issues and topics presented in class impact teaching science in Cree.

7. reinforce and extend your own linguistic and cultural identity in preparation for future teaching in Cree language settings.

**ECUR 384.3: Cree Social Studies in the Early Years**

**Description:** This course focuses on teaching Cree Social Studies in the early years. Situated in early childhood philosophy and pedagogy and an Indigenous worldview, it is an activity-
oriented course which provides students with opportunities to participate in instructional methods and approaches for young children reflective of the principles of early learning. This course will be taught in Cree and will provide opportunity for reinforcing and extending teacher candidate’s Cree language proficiency. The cognitive benefits of incorporating music in language learning are integral to Cree culture, for nêhiyawak are a singing nation. nêhiyawak have been singing since the beginning of time and this is how the ceremonial lodges are able to pass on stories, prayers and history. There are songs for all occasions from lullabies to thanksgiving and celebration. Cree Songs help memorize the Creation Story, treaties, teach phonetics, create long sentences, stimulate the vocals and assist in getting comfortable with finding the “Cree Voice”. The worldview and connection to the universe is taught in this fashion.

**Curricular Objectives:**

Course participants will:

1. apply the principles of early learning through an Indigenous lens: children as competent learners, stimulating and dynamic environments, holistic development and learning, and strong positive relationships.
2. recognize and utilize the major themes in the Early Years Cree social studies curriculum to design and present lesson plans reflective of play-based and child-centered pedagogy.
3. design an interdisciplinary unit plan integrating Cree culture while considering diverse learning needs.
4. examine, analyze and synthesize the Treaty Education Outcomes & Indicators to plan learning experiences infused with First Nations, Métis, and Inuit content, knowledge, and perspectives.
5. implement a variety of instructional and assessment strategies in teaching social studies content to achieve learning and language outcomes.
6. access and select appropriate Cree resources that align with the outcomes and provide extended cultural learning.
7. reinforce and extend own linguistic and cultural identity in preparation for future teaching in Cree settings.
8. demonstrate familiarity with the importance of Song in Cree Culture.
9. demonstrate an understanding and how to implement traditional and contemporary song, ceremony and dance.

**ECUR 306.3: Methods in Teaching Early/Middle Years French Language Arts**

**Description:** This course focuses on teaching French Language Arts in the Kindergarten to Grade 8 French Immersion settings. Teacher candidates will develop a philosophical foundation to inform their planning, teaching, learning, and assessment of the strands (reading, writing, speaking, listening, viewing, and representing) presented in the French Language Arts curricula. This course will offer opportunity for lesson and unit planning of literacy across the curriculum with specific attention to First Nations, Métis, and Inuit ways of knowing. Particular emphasis will be placed on approaches and strategies to support community and family engagement while learning about the French language and culture. This French Language Arts course addresses three of the six semester hours required by the Ministry of Education related to reading and language methodology content for early/middle years teacher candidates. This course will be taught in French.
Curricular Objectives and Alignment with SPTRB Teacher Education Classification and Certification Competencies

Course participants will:

1. demonstrate understanding of the Kindergarten to Grade 8 French Saskatchewan Language Arts curriculum and Saskatchewan Ministry of Education resource documents to guide the teaching of French as a second language. (TECC 2.3, 2.4, 2.5, 4.1, 4.2)
2. create literacy-based lesson plans and unit plans while considering the balanced literacy and interdisciplinary approaches to teaching a reading, writing and speaking in a second language. (TECC 1.1, 1.2, 4.1)
3. select and use appropriate instructional and assessment strategies to achieve learning and language outcomes in the French Immersion classroom. (TECC 3.1, 3.2, 3.3)
4. consider, analyze, and plan pedagogical practices that promote community, family, and student engagement in developing a language-rich classroom environment. (TECC 1.1, 2.5)
5. evaluate and integrate appropriate French resources and technology to support listening, speaking, reading, writing, viewing, and representing while considering diverse learning needs, First Nations, Métis, and Inuit resources, and the profile of a French language learner. (TECC 1.3, 2.1, 2.6, 4.3)
6. compare and consider second-language acquisition models and research that promotes student motivation and learning. (TECC 1.4, 2.7, 4.3)
7. reinforce and extend your own linguistic and cultural identity in preparation for future teaching in French language settings. (TECC 1.3, 2.5, 2.7, 4.3)

ECUR 319.3: Methods in Teaching Early/Middle Years French Mathematics

Description: Students will be introduced to pedagogy, approaches and experiences in teaching French Mathematics within the French Immersion setting based on the Kindergarten to Grade 8 Saskatchewan Mathematics Curricula. This teaching course will provide teacher candidates with opportunities to practice teaching strategies, develop their own pedagogical style, and participate in instructional and assessment strategies within a second-language context.

Attention will be given to First Nations, Métis, and Inuit perspectives and ways of knowing, and culturally responsive practices. This course will be taught in French.

Curricular Objectives and Alignment with SPTRB Teacher Education Classification and Certification Competencies

Course participants will:

1. explore pedagogical approaches for mathematics content appropriate to French Immersion Kindergarten to Grade 8. (TECC 1.4, 2.3, 2.7, 4.1)
2. use the French Saskatchewan Mathematics Curriculum and Saskatchewan Ministry of Education resource documents to guide lesson and unit planning. (TECC 1.1, 2.3, 2.6, 3.2, 3.3, 4.1, 4.2, 4.3)
3. identify and apply a variety of instructional and assessment strategies based on pedagogical and theoretical practices in teaching mathematics content to achieve learning and language outcomes. (TECC 2.5, 3.1, 3.2, 3.3, 4.1)
4. explore and demonstrate mathematical related concepts while considering the processes of communication, making connections, mental mathematics and estimation, problem solving, reasoning, and visualizing, along with the use of technology. (TECC 1.2, 2.3, 2.6, 4.1, 4.3)

5. evaluate and select appropriate French resources that promote, differentiation, family involvement, linguistic and cultural responsiveness, and represent Indigenous perspectives and ways of knowing. (TECC 1.3, 2.2, 2.3, 2.5, 4.2, 4.3)

6. reinforce and extend your own linguistic and cultural identity in preparation for future teaching in French language settings. (TECC 1.3, 2.5, 2.7, 4.3)

ECUR 329.3: Methods in Teaching Early/Middle Years French Science

**Description:** Students will be introduced to approaches and experiences in teaching French science based on the Kindergarten to Grade 8 Saskatchewan Science Curriculum. Teacher candidates will develop understanding of science, scientific literacy and language learning. There will be a focus on inquiry teaching and learning within the domains of Indigenous knowledge, life science, physical science, earth and space science. Relevant contemporary issues related to Science Education will be explored with attention given to place-based learning and community engagement. This course will be taught in French.

**Curricular Objectives and Alignment with SPTRB Teacher Education Classification and Certification Competencies**

Course participants will:

1. examine and develop a deeper theoretical understanding of what science is and how to teach science in a French Immersion context. (TECC 1.4, 2.3, 2.5, 2.7)

2. use the Kindergarten to Grade 8 French Saskatchewan Science Curriculum and Saskatchewan Ministry of Education resource documents to guide lesson and inquiry-based unit planning. (TECC 1.2, 1.4, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3)

3. explore and demonstrate science related concepts focusing on Life Science, Physical Science, and Earth and Space Science using a variety of in school and out of school learning experiences, including community and family engagement opportunities. (TECC 1.1, 1.2, 2.3, 2.6, 2.7, 4.1, 4.3)

4. identify and apply a variety of instructional and assessment strategies based on pedagogical and theoretical practices in teaching science content to achieve learning and language outcomes. (TECC 2.5, 2.6, 3.1, 3.2, 3.3, 4.1)

5. explore the nature of science in relation to Western and First Nations, Métis, and Inuit knowledge content and perspectives. (TECC 2.1, 2.2, 2.3, 4.2)

6. evaluate and select age and language appropriate science resources that promote differentiation, and linguistic and cultural responsiveness. (TECC 2.2, 2.3, 2.5, 3.3, 4.1, 4.2, 4.3)

7. reinforce and extend your own French linguistic and cultural identity in preparation for future teaching in French language settings. (TECC 1.3, 2.5, 2.7, 4.3)

ECUR 385.3: Methods in Teaching Early/Middle Years French Social Studies

**Description:** This course focuses on teaching French Social Studies in the Kindergarten to
Grade 8 French Immersion settings. Teacher candidates will engage with pedagogy, linguistic, and cultural theory that support French as a second language student learning, as well as strengthen self-identity and responsible citizenship. This teaching course will provide teacher candidates with opportunities to practice teaching strategies, develop their own pedagogical style, and participate in instructional and assessment strategies within a second language context. Attention will be given to First Nations, Métis, and Inuit perspectives and ways of knowing, and culturally responsive practices. This course will be taught in French.

Curricular Objectives and Alignment with SPTRB Teacher Education Classification and Certification Competencies

Course participants will:

1. establish a French learning community by exploring and experiencing social studies concepts in the place-based environments of the immersion classroom, school, home, and community. (TECC 1.1, 1.2, 1.3, 1.4, 2.4, 2.7, 4.3)
2. use the Kindergarten to Grade 8 French Saskatchewan Social Studies Curriculum and Saskatchewan Ministry of Education resource documents to guide lesson and interdisciplinary unit planning. (TECC 2.3, 3.2, 3.3, 4.1, 4.2, 4.3)
3. examine, analyze, and synthesize the Treaty Education Outcomes and Indicators to plan learning experiences infused with First Nations, Métis, and Inuit content, knowledge, and perspectives. (TECC 1.1, 1.2, 1.3, 2.1, 2.2, 2.7, 4.2)
4. understand and apply differentiated student engagement strategies, historical and critical thinking concepts as well as culturally responsive pedagogy to curriculum implementation. (TECC 1.3, 2.1, 2.2, 2.6, 4.1, 4.2)
5. identify and apply a variety of instructional and assessment strategies based on pedagogical and theoretical practices in teaching social studies content to achieve learning and language outcomes. (TECC 2.5, 3.1, 3.2, 3.3, 4.1)
6. evaluate and select age and language appropriate French resources that align with curriculum outcomes and provides extended cultural learning as well as a deepened consideration of gender, sexual orientation, class, ability, ethnic and racial differences. (TECC 1.3, 1.4, 2.6, 3.3, 4.3)
7. reinforce and extend your own French linguistic and cultural identity in preparation for future teaching in French settings. (TECC 1.3, 2.5, 2.7, 4.3)

ECUR 412.3: Examining Place, Purpose, Programs, and Proficiency for Language Learners

Description: This course examines the influences of place, purpose, program design, and proficiency levels on student success in a language education program. Students will take an introspective look at their own language journey and the role of place (including family, community, and environment) in creating an inherent identification with the language(s) of one’s childhood. An analysis of the various purposes for language learning and related proficiency levels will be discussed, followed by a review of current research on bilingualism, cultural identity, language retention, and language loss. An analysis of program design follows, targeting the relationship between language outcomes and expectations in specific delivery models. Finally, students will delve into instructional planning for language teaching that considers differential instruction, assessment, resource selection, and culturally responsive practices. The
course concludes with an opportunity to plan a lesson for a selected delivery model, with attention to scaffolded language strategies for students at various levels of proficiency.

**Curricular Objectives**

Course participants will:

1. describe the impact of place (including family, community, and environment) and purpose on one’s motivation to learn an additional language.
2. examine current research on bilingualism, language retention, language loss, and cultural identity as factors that inform the design and delivery of language programs in K-12 education.
3. compare the pedagogy of teaching language as a subject with the pedagogy of integrated language and content instruction.
4. write language outcomes that respond to diverse proficiency levels in specific program models.
5. develop a sound philosophy for monitoring language progress using a reference scale that describes what students know and can do in the target language.
6. create an instructional plan that demonstrates an understanding of language scaffolding, differentiated instruction, and culturally responsive pedagogy.

**Modes of Delivery**

The courses will be scheduled as face-to-face classes. Some alternative scheduling options may be made available similar to other College of Education courses (evening, weekend, Spring and Summer, etc.). Currently there is no plan to put any of the methods courses online, though this is always a possibility in the future. There is likely to be opportunities to engage in community-based programming for all, or portions, of the program. Community based programming will be particularly beneficial as we could enhance cultural enrichment with collaboration with local language and cultural experts.

**Curriculum Mapping**

The new courses in the LTEP route have been designed based on the SPTRB’s Teacher Education Classification and Certification (TECC) competencies in relation to the Saskatchewan Ministry of Education curricula and resources. The TECC competencies within the domains of professionalism, knowledge, instruction and curriculum have been embedded in the design of the coursework. Course developers also aligned their courses to the Curricular Mapping targets that have been created by the College of Education in collaboration with the Gwenna Moss Centre for Teaching and Learning. Course developers conducted a jurisdictional scan of Canadian universities offering Language Programs and consulted with Ministry of Education language consultants. A committee consisting of an Indigenous Curriculum Studies Faculty member, Michif Elder and Special Lecturer, EAL Program Specialist and a French Language Specialist worked to outline common course outcomes and elements based on the curriculum mapping process. Specific course objectives were developed based on the specific subject and language needs. Course developers gathered input from selected faculty and department heads who have expertise in specific subject areas. Continual input was gathered from Indigenous elders and leaders in Indigenous communities as well as school and division-based educational language specialists and leaders. The list of individuals, academic institutions, and community partners that were consulted is provided with this in Appendices A and B.
Opportunities for Synthesis and Problem-Solving
The LTEP route provides teacher candidates with the opportunity to discover more about their own cultural identity and further enhance their language proficiency skills. The courses are designed to expose teacher candidates to second language acquisition theories in relation to teaching specific subject areas. Course participants will gain experience in cooperative planning, assessment, and teaching. Students will develop or deepen their philosophical and pedagogical thinking by participating in self-reflection tasks as well as group discussions. Course assignments will offer some student choice and an invitation to explore creative ways to represent their thinking and learning.

Breadth of Program
The intended impact of this new LTEP route on student learning is to meet the needs of prospective students planning to teach in a language other than English. The courses will assist teacher candidates in developing a pedagogical understanding of second language acquisition as it pertains to teaching specific subject areas within the Saskatchewan curricula. It will also deepen their understanding of language, culture and identity to foster language revitalization, gain proficiency in the language of instruction and develop cross-cultural awareness.

Addressing Goals of the Learning Charter
The LTEP overarching goals and specific course outcomes align with the University of Saskatchewan Learning Charter. Students within this program will (all language speakers) will become a cohort of learners where they will collaboratively be in Pursuit of Truth and Understanding. The courses will provide life-long learning opportunities in respect to identity, culture, and language revitalization. As previously mentioned, the Cree stream aligns with the Calls to Action of the Truth and Reconciliation Commission specifically #13 and #16. All courses focus on First Nation, Métis, and Inuit perspective and ways of knowing. Students within this program will develop a comprehensive knowledge of second language learning pedagogy and practice, which aligns with the Pursuit of Knowledge goals within the Learning Charter. Indigenous and non-Indigenous students in this program will develop increased knowledge in their language and culture to better serve the Indigenous and non-Indigenous communities in Saskatchewan and beyond. There is a strong focus on the Pursuit of Integrity and Respect throughout the courses, as they have been purposefully designed to focus on diversity, Indigenous perspectives and collaborative learning. Students will develop an understanding and appreciation for their own language and culture but also learn more about the diversity in the classroom and the importance of respecting these perspectives. Graduates of this program will continuously develop teacher Skills and Practices in language acquisition, instruction and assessment within the context of learning a language other than English. The courses focus on inquiry-based learning and translation opportunities. Finally, Individual and Community Pursuits are achieved in this program by committing to revitalizing language and culture identity. The intent of this program is to produce language teachers who can serve in Indigenous or non-Indigenous communities. As part of the immersion program, teacher candidates will have the opportunity to learn in community-based locations. Graduates of this Language Teacher Education Program will attain the skills to authentically work with young learners and families by delivering culturally responsive pedagogy with an emphasis on language revitalization and culture awareness.

Success
The program will be deemed successful when the LTEP cohort reaches a capacity of at least 20 teacher candidates with a Teaching Area 1 of Cree and 20 teacher candidates with a Teaching Area 1 of French. We actually surmise that the uptake of this program will likely increase much beyond this number over time as we market and communicate to partners that not only does the
program exist, but that we could potentially deliver it as a community-based program in rural or Northern contexts.

4. Consultation

Relationship to Other Programs
The LTEP is designed as an additional route within the existing Bachelor of Education program. College of Education students will benefit from this new program route as they will study within the language (Cree or French in the initial stages) to gain training in specialized language methodologies, language curricula, and assessment practices. The new courses will complement the existing course offerings from the Curriculum Studies Department (ECUR). There will be no changes in courses offered in the Departments of Educational Administration (EADM), Educational Foundations (EFDT), and Educational Psychology and Special Education (EPSE).

Summary of Consultation Process
Extensive consultation for the development of this program route occurred in the needs analysis and course design phases. A committee of College of Education senior administration, faculty and staff led the process and met several times to plan, analyze, reflect, and develop plans of action. The list of consultations with individuals, academic institutions, educational partners and community organizations is provided as an attachment. Although school division partners and students entering the College of Education verbalized the need for a language program, the committee wanted concrete data. Once the data were collected and collated, focus was directed toward consultation for the purpose of program designing with University Extension Units as well as departments within the College of Education. Once a program design was determined, continued consultation occurred with Tribal Council members, school divisions, community partners, and the Saskatchewan Ministry of Education representatives to gather information and best practices in the areas of pedagogy, relevant resource selection, and culture and language content. The consultative process extended to collaborating with faculty within the College of Education as well as other professionals in other Canadian universities.

Educational Partners. Letters were sent to the Directors of Education of School Divisions and Tribal Council Educational Units from within the Saskatoon area and the northern part of the province requesting current and projected language teacher needs and student enrolment. The following organizations have provided letters of support (Appendix B) for this program route: Ile-a-la-Crosse School Division, Northern Lights School Division, Northwest School Division, Lloydminster Public School Division, Lloydminster Catholic School Division, Light of Christ Catholic Schools, Saskatchewan Rivers Public School Division, Greater Saskatoon Catholic Schools, Saskatoon Public Schools, Conseil des écoles fransaskoises, and Prairie Spirit School Division. Based on consultations with these educational partner groups, four of the most common reasons for lobbying the College of Education at the University of Saskatchewan to move in the direction of language teacher education preparation include: (a) an increase in language program student enrolments; (b) the need for qualified language teachers; (c) a desire for the recruitment of teachers who understand local communities, cultures, and territories, and; (d) access to language teacher preparation in proximity to employment and linguistic communities for students and employers.

Information was gathered from presentations delivered on behalf of the St. Francis Cree Bilingual Program in Greater Saskatoon Catholic School Division, the Métis cultural program, as well as meetings with the principal from Confederation Park School in the Saskatoon Public
School Division. Throughout the course design stages, conversations, meetings and email communications took place with First Nations, Métis, and Inuit (FNMI) and French consultants.

**University Extension Units.** In the initial stages of the program design, consultation and discussions occurred with the Vice-Provost, Teaching, Learning and Student Experience, as well as the Dean and Associate Deans of the College of Education. The Gwenna Moss Teaching and Learning Centre was instrumental in providing course writing workshops and guidance. Meeting with the Multilingual, Immersion and Community Art Programs Director provided background and specific information about language proficiency assessments. Discussions also took place with the Manager of the International Student and Study Abroad Centre (ISSAC) to explore the possibility of international study in Cree or French.

We have consulted with colleagues and departments in the College of Arts and Science since they are valued and significant partners in the delivery of all of our Bachelor of Education program routes. Included in Appendix B are letters of support from Dr. Stella Spriet, Head, Department of Languages, Literature and Cultural Studies and Dr. Winona Wheeler, Acting Department Head, Department of Indigenous Studies.

**Indigenous Communities.** Extensive consultation occurred with Treaty 4 and Treaty 6 Tribal Council educational leaders, Elders and Knowledge Keepers. Dr. Kevin Lewis participated in ceremony and presented Elders with tobacco for the knowledge they shared. In-person visits to Onion Lake First Nation, Ministikwan Lake Cree Nation, Ochapowace First Nation, and Lac La Ronge Indian Band provided instrumental knowledge for the Cree courses. The director of the Nêhiyawêwin Summer Language Experience Camp provided Cree resource ideas as well as community-based language and culture learning options.

**Resource-based Consultations.** Course writers reached out to various organizations and personnel in seeking appropriate resources for the methods courses. The Ministry of Education and Saskatchewan Teachers’ Federation Pathways director was consulted about French resources and the alignment with French curricula. The Stewart Resource Centre provided resources that course writers could review and reference. The Librarian, Education and Music Library, was consulted and has offered assistance throughout the process (Appendix D). As previously mentioned, school visits provided course writers with resource ideas for the course writing but also as supportive resources for students who would be studying in the specific language. In addition, communication also transpired with several book distributors and the Saskatchewan Mathematics Teachers’ Society.

**Other Universities.** The following universities were contacted for information about programming: First Nations University of Canada, Faculté St. Boniface, and the University of Regina. Further meetings and conversations have been planned with faculty members from the University of Victoria as well as the University of Sherbrooke in Montreal regarding language-based research.

Consultations have been undertaken with the University of Regina for two purposes. First, to explore potential intersections and possibilities for collaboration, and secondly, to ensure that the programs are not duplicated. Opportunity for collaboration on this program are limited due to the programs being quite different. The program at the U of R focuses on French only, and involves a partnership with the University of Laval. Our program focuses on immersion broadly, with the intent to partner more locally. Opportunities may be available at a later date.
The letter received from Dr. Jerome Cranston from the U of R, included in Appendix B, speaks to the consultations that were held. While Dr. Cranston understands that more immersion programming is needed to meet the needs of the province, he is concerned that some Heritage Canada funding may come to the U of S to support programming here as well as the U of R, and as such, levels of funding may be affected. While we cannot guarantee that funding for all programs in the province remains static, the College has not applied to receive funding from the main grant until more is understood about the federal government’s appetite to increase the funding pool. The program at the U of S is designed to be sustainable without external funding.

**Concerns and Solutions**

The primary concern of many partner groups is that the college cannot develop the program fast enough to have qualified teachers for existing language programs in schools across the central/northern areas of Saskatchewan. The second concern is that many groups advocate for even more languages to be included. The college has decided to initially develop the Cree and French streams with the intent of adding Michif, additional Indigenous languages, and additional heritage languages as curricula and capacity to teach languages develop. Currently, French language capacity is available, curricula is provincially written from K-Grade 12, and resources are plentiful. Cree language is spoken, but is being lost, and there is a real need to develop speakers. The need to attend to culture along with language development is ever-present, and is a key priority in the course design, and the offering and instruction of the courses. The Conseil des Ecoles Fransaskoises administration affirmed the need for fluent and trained language speakers but highlighted the importance of including pedagogy and practice for teacher candidates who aspire to teach in programs where French is the first language. Each French course syllabus includes attention to the specific curriculum used in Francophone schools.

Course writers were guided to include theoretical underpinnings as well as pedagogical practices within each methods course. Courses were modified and restructured to include the feedback provided. In order to be culturally responsive and respectful of Indigenous perspectives and ways of knowing, the Cree and French courses include some common elements but are culture and language specific. Some Tribal Council education leaders indicated the importance of having Indigenous students study within their own communities. To that end, the LTEP route includes an option for off-campus experiential learning and may be offered as community-based programming should community partners desire to partner with the college to offer a program of this nature. Given our historical success in offering community-based partnership programs, the LTEP has great potential to serve rural and Northern communities.

**Education and Music Library.** Correspondence and communication has occurred between one course designer and the administrative team from the University of Saskatchewan’s Education and Music Library. The library currently has limited resources in Cree or French. The overall availability of Cree resources is an issue but course creators have extensively collaborated with Indigenous communities and schools that have offered access to materials. Students in the LTEP program will have access to the Stewart Resource Centre of the Saskatchewan Teachers’ Federation as well as open access where applicable. Many of the resources required are located online or through the Ministry of Education documentation. See Appendix D for the Library Form.

**Accreditation Organizations.** A letter of support from the Saskatchewan Professional Teaches Regulatory Board (SPTRB) is found in Appendix B. The SPTRB is responsible for
issuing teaching certificates in Saskatchewan. According to their website\(^1\), “The SPTRB serves the public interest by ensuring registered teachers meet professional standards for certification, conduct and competence.” The SPTRB has noted a willingness to support this program route as its design meets teaching certification requirements for Saskatchewan and fulfils a notable need for language teachers that is currently lacking.

5. Budget
This program route is designed within the existing structure of a well-established and successful Bachelor of Education program in order to maximize success as well as minimize additional costs to the college and the students who enroll. No courses or programs are being eliminated with the addition of this new program route. The College of Education received a Curriculum Innovation grant to support the development of new courses. The grant totaling $39,909.00 is allocated for course writing, translation, purchasing resources, and consultation expenses. There is an ongoing effort to obtain additional grant funds through Heritage Canada for the program development.

Of the 40 three-credit-unit courses that constitute a College of Education degree, the new Language Education Teacher Program route will offer nine new courses for a total of 72 Education-specific credit units. The remaining courses are offered within the existing various departmental offerings. The Language Teacher Education Program route will be considered as part of the current faculty Assignment to Duty (ATD). However, instruction in Cree and French will be necessary for program delivery. The position of Language Specialist (ASPA, Specialist Professional, Phase 2) is currently being funded by a College of Education operating fund.

This new program route will not require new space, renovations, nor equipment. Sufficient classroom space is currently available within the College of Education. Efficiencies for space and scheduling have been considered such that LTEP students will enroll in a majority of courses that are part of the current classroom complements in other program routes and therefore will not require new space or scheduling options. A smaller number of courses will be specific to the language group (Cree and French), and the methods courses are language specific. There will be additional costs for library resources in both Cree and French. The college has agreed to cost share these resources with the Education and Music Library. The Library form is attached with this proposal (Appendix D). The College will manage marketing and communication with its existing personnel.

No current courses will be deleted or duplicated but rather nine new courses have been developed, eight of which are in the language of instruction (four in Cree and four in French). These courses have been adapted from current offerings in the Curriculum Studies Department. Other program requirements include courses currently being offered within each of the four departments in the College of Education: Curriculum Studies, Educational Administration, Educational Foundations, and Educational Psychology and Special Education.

Instructors and Staffing. Current faculty will teach many of the required Education courses that are instructed in English. Alumni or qualified sessional instructors who work in language programs for our educational partners (i.e., school divisions, etc.) will be recruited to teach some of the newly developed language methods courses and support field experiences in language settings.

As is current practice, current faculty in the College of Education, Arts and Science and Kinesiology will teach the remaining courses for the program route. The new language courses

\(^1\) https://www.sptrb.ca/web/Default.aspx
will initially be taught by sessional lecturers and/or faculty members as required, who are fluent in the languages (i.e., Cree or French). Instructor capacity exists in these two languages. Administrative support for this new program route will be delivered by the College of Education's Undergraduate Programs Office and the Curriculum Studies Department. An advising and recruitment position (ASPA, Specialist Professional Phase 2) is anticipated; however, the current ASPA phase 2 position will no longer be needed once the program is developed, thus funds will be available for advising and recruitment.

**Anticipated Enrolment.** This program route will consist initially of two language streams—one in Cree, and the other in French, primarily due to the accessibility of language courses and curricula resources already available for these languages. It is anticipated that enrolments could be as high as 20 for each stream, for a total of 40 students enrolled in this program route annually. Given the consultation involved in this program, it is likely that the college can reach this target in the first two years, and it is also likely that the program will actually have more applicants than its initial capacity. We continually engage in enrolment planning across all of our program routes to ensure that enrolment targets are met, if not exceeded. Minimum course sizes for Education courses taught in English tend to be set at 75 for first- and second-year courses, and 40 for third- and fourth-year courses. Language-specific courses will be set at 20, and this will be balanced across other program routes to ensure sustainability.

Enrollment targets of 40 new students (20 enrolled in each language stream) in each course, per year, are anticipated for the four-year program. Tuition for 40 new students will be assessed at the standard tuition category 2 for the College of Education. Any additional costs for travel and accommodation for study abroad, exchange or practica placement would be borne by the student, as is the current practice.

In summary, there is an expectation that, except for the language-specific courses, program class sizes will be 40 students each, as is customary within the College of Education. The language-specific methods courses will be an exception, with an anticipated enrolment of 20 students each. The new program route consists of 120 credit units with 72 credits units of Education courses and 48 credit units of external courses (i.e., courses offered by the Colleges of Arts and Science and Kinesiology).

**Tuition.** Courses will be assessed at a Category 2 Tuition to remain equitable with all of our other Bachelor of Education program routes. Any plans to create an optional term of study delivered in partnership with a university that delivers programming in French, or community-based programming in settings that offer Indigenous language programs will consider whether there exists a need to request an additional fee structure. For the proposed program, we intend to use the structure we use for international opportunities including the study abroad and the international alternative extended practica, or for other opportunities for transfer credit or credit at off-campus locations. For all these endeavours, students assume their own costs for accommodation and travel.

**Scholarships.** Students enrolled in this program will be able to apply for all applicable scholarships, bursaries, and awards offered by the College of Education or the University of Saskatchewan. Students could also apply for financial aid in ways similar to other programs at the University of Saskatchewan. LTEP students will be notified about bursary and other award opportunities for language learning.
Library Resources. As mentioned above, some additional library materials will be required to ensure that resources aligned with Saskatchewan curricula are available to students in the language of instruction. Communication with the Education and Music Library has already taken place to highlight suggested resources. The College of Education will commit funds gained from tuition revenue to purchase resources for the library. Since all teacher candidates have access to the Stewart Resource Center at the Saskatchewan Teachers' Federation, additional language resources may be shared as a collaborative option. The methods courses will utilize online provincial curricular resources, particularly in French, though limited for Cree.

Using the Resource Allocation Scenario Analysis Tool for the TABBS Model, the expected revenue per year less the indirect costs for the target enrollment of 40 students each year is indicated in Table 2 below.

Table 2

*Projected Revenue for the Language Teacher Education Program Using the Resource Allocation Scenario Analysis Tool (November 2019)*

<table>
<thead>
<tr>
<th>Year 1 (6cu)</th>
<th>Year 2 (6cu)</th>
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</thead>
<tbody>
<tr>
<td>Tuition Revenue/Restricted Operating Grant:</td>
<td>109,669</td>
</tr>
<tr>
<td>Total Revenues:</td>
<td>109,669</td>
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<tr>
<td>Indirect Expenses:</td>
<td>85,475</td>
</tr>
<tr>
<td>Lecturer:</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Sessional:</td>
<td>16,000</td>
</tr>
<tr>
<td>ASPA:</td>
<td>-</td>
</tr>
<tr>
<td>Non Salary Costs:</td>
<td>5,000</td>
</tr>
<tr>
<td>Total Expenses:</td>
<td>106,475</td>
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<tr>
<td>Surplus/(Deficit):</td>
<td>3,194</td>
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<table>
<thead>
<tr>
<th>Year 3 (30cu)</th>
<th>Year 4 (30cu)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Revenue/Restricted Operating Grant:</td>
<td>300,701</td>
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</tr>
<tr>
<td>Indirect Expenses:</td>
<td>28,819</td>
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<tr>
<td>Lecturer:</td>
<td>Lecturer</td>
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<tr>
<td>Sessional:</td>
<td>48,000</td>
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<tr>
<td>ASPA:</td>
<td>93,270</td>
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<tr>
<td>Non Salary Costs:</td>
<td>5,000</td>
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<tr>
<td>Total Expenses:</td>
<td>175,089</td>
</tr>
<tr>
<td>Surplus/(Deficit):</td>
<td>125,612</td>
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College Statement
Please provide here or attach to the online portal, a statement from the College which contains the following:
- Recommendation from the College regarding the program
- Description of the College process used to arrive at that recommendation
- Summary of issues that the College discussed and how they were resolved

Related Documentation
At the online portal, attach any related documentation which is relevant to this proposal to the online portal, such as:
- Excerpts from the College Plan and Planning Parameters
- SPR recommendations
- Relevant sections of the College plan
- Accreditation review recommendations
- Letters of support
- Memos of consultation
It is particularly important for Council committees to know if a curriculum changes are being made in response to College Plans and Planning Parameters, review recommendations or accreditation recommendations.

Consultation Forms
At the online portal, attach the following forms, as required

Required for all submissions:
- Consultation with the Registrar form – Appendix E
- Complete Catalogue entry, if proposing a new program – Appendix C

Required for all new courses:
- New Course Proposal forms – Appendix F
- Calendar-draft list of new and revised courses

Required if resources needed:
- Information Technology Requirements form – not applicable
- Library Requirements form - Appendix D
- Physical Resource Requirements form - not applicable
- Budget Consultation form – not applicable
### Appendix A: List of Consultations

#### Summary of Consultation and Discussions for LTEP Plan and Cree or French Course Development

Kevin Lewis, Nadia Prokopchuk, Norman Fleury, Gisèle Jean-Bundgaard  
October 2018 – December 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Contact Person</th>
<th>Role or Responsibility</th>
<th>Topic of Discussion</th>
<th>Committee Member</th>
</tr>
</thead>
</table>
| Oct 23/18     | Patti McDougall          | Vice-Provost, Teaching, Learning and Student Experience, U of S                         | -Vision 2030 –SK Post-Secondary Education in French  
-Needs assessment for L2 Teaching | Gisèle, *Kevin           |
|               | Chris Scribe            | Director, ITEP                                                                        | -Introduction to LTEP Plan  
-Update on Cree Course Development | Gisèle, *Kevin           |
|               | Sheila Pocha            | Program Head, SUNTEP Saskatoon                                                         | -Introduction to LTEP Plan | Gisèle               |
| Multiple      | Maha Kumaran Adele      | Librarian, Education and Music Library  
Supervisor, Education and Music Library | -Review of Cree and French resources  
-Assistance with resource & research based articles | Gisèle               |
| meetings      | Charpentier             |                                                                                       |                                                                                       |                    |
| Feb 7/19      | Joanne Weninger         | Superintendent GSCS                                                                   | -Immersion in GSCS  
-Teacher need | Gisèle, Michelle          |
| Various       |                         |                                                                                       |                                                                                       |                    |
| discussions   |                         |                                                                                       |                                                                                       |                    |
| Feb 2019      | Pirtta Mattola          | Manager, International Student and Study Abroad Centre  
David Burgess Associate Dean, Research, Graduate Support, and International Initiatives | -Opportunities for international study | Gisèle               |
|               |                         |                                                                                       |                                                                                       |                    |
| Feb 2019      | Greg McJannet           | Field Experience Coordinator                                                           | -Field experience process  
-Learning communities | Gisèle               |
|               |                         |                                                                                       |                                                                                       |                    |
| Multiple      | Wendy James Heather     | Gwenna Moss Centre for Teaching and Learning                                           | -Syllabus writing  
Ross Aditi Garg | Gisèle               |
| meetings      |                         |                                                                                       | -Course feedback  
-Course resources  
-Curriculum Innovation Grant |                      |
<p>| College of Education Department Heads | Lynn Lemisko | Department Head, EPSE Department Head, ECUR Department Head, EFDT Department Head, EADM | -Gather initial feedback and questions -Share LTEP overview | Gisèle |
| College of Education – Department of Curriculum Studies Sept 13 – Oct 18/19 | Jay Wilson | Curriculum Studies Department Chair | -Request for feedback on proposed new courses | Nadia, Kevin, Gisèle |
| Oct 15/19 | Gisèle Piché | Multilingual, Immersions &amp; Community Art Programs Coordinator | Language proficiency assessment options | Nadia, Gisèle |
| Verbal support but no letters received to date | Tribal Council – Directors of Education | -Heather Merasty (Meadow Lake TC) -Valerie Harper (Saskatoon TC) -Rosalie from Prince Albert TC | Support for Indigenous teacher training | Gisèle |</p>
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<tr>
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<th>Name(s)</th>
<th>Position/Role</th>
<th>Description</th>
<th>Contact(s)</th>
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<tr>
<td>Letter of support Oct/19</td>
<td>Trevor Smith</td>
<td>Saskatchewan Professional Teachers Regulatory Board</td>
<td>Language program to address teacher shortages in French and Cree</td>
<td>Michelle</td>
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<td>Program Proposal Consultation Nov 22/19</td>
<td>Gordon DesBrisay, Alexis Dahl</td>
<td>Vice-Dean, Academic and Associate Professor of History, College of Arts and Science, Director, Programs Office, College of Arts and Science</td>
<td>LTEP program proposal</td>
<td>Michelle, Arvelle</td>
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<td>Letter of support Dec 12/19</td>
<td>Stella Spriet</td>
<td>Head, Department of Languages, Literature and Cultural Studies</td>
<td>French stream of the LTEP</td>
<td>Michelle, Gisèle, Arvelle</td>
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<td>Letter of support Dec 13/19</td>
<td>Robert Innes, Bonita Beatty, Randy Morin</td>
<td>Head, Department of Indigenous Studies, Faculty Member, Department of Indigenous Studies</td>
<td>Cree stream of the LTEP - Development of new Cree courses at the 200+ level</td>
<td>Kevin, Gisèle, Arvelle</td>
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<td>Multiple Committee Meetings</td>
<td>Michelle Prytula, Dawn Wallin, Kevin Lewis, Nadia Prokopchuk, Norman Fleury, Jay Wilson, Arvelle Van Dyck, Gisele Jean-Bundgaard</td>
<td>Dean, Education, Associate Dean, Undergraduate Programs, Partnerships, and Research, Associate Professor, EAL Pgm Specialist &amp; Academic Advisor, Elder, Guest Lecturer, Curriculum Studies Dept. Head &amp; Associate Professor, Director, Undergraduate Programs, Language Specialist</td>
<td>Ongoing updates on LTEP specifics</td>
<td>Committee Meeting Chair Gisèle</td>
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<tr>
<td>Treaty – Tribal Council -Organization</td>
<td>Contact Person</td>
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<td>Topic of Discussion</td>
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<td>Ministry of Education &amp; STF Stewart Resource Center -several communications</td>
<td>Ronald Sirois</td>
<td>Director – Pathways Program</td>
<td>-Resource selection as aligned with K-12 curriculum</td>
<td>Gisèle</td>
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<td>Jan 15/19</td>
<td>Hyunjung Shin</td>
<td>Assistant Professor, Curriculum Studies</td>
<td>-ECUR 362 content on L2 Teaching</td>
<td>Gisèle</td>
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<td>GSCS Various discussions</td>
<td>Barbara Alberton Brian Boutin</td>
<td>French Language Consultants</td>
<td>-Resource selection -Teacher needs</td>
<td>*Gisèle, Kevin</td>
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<td>GSCS Math June 5/19</td>
<td>Claire McTavish</td>
<td>K-12 Math Consultant</td>
<td>-Instructor and student resources -Teacher needs</td>
<td>Gisèle</td>
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<td>SPSD Math &amp; French June 19/19</td>
<td>Paul Bazin-Webster</td>
<td>French Immersion Coordinator</td>
<td>-Instructor and student resources -Teacher needs</td>
<td>Gisèle</td>
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<td>U of S Curriculum Studies -several meetings</td>
<td>Beverly Brenna</td>
<td>Professor, Curriculum Studies</td>
<td>-ECUR 309 &amp; 310 (Language Arts) -Course design, resources, and best practices</td>
<td>Gisèle, Kevin, Nadia</td>
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<td>U of S Curriculum Studies June 17/19 &amp; email</td>
<td>Egan Chernoff</td>
<td>Professor, Curriculum Studies</td>
<td>-ECUR 312 (Math) -Course design, resources, and best practices</td>
<td>Gisèle, Kevin</td>
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<tr>
<td>U of S Curriculum Studies -several communications</td>
<td>Bonnie Mihalicz</td>
<td>Curriculum Studies Early Learning Instructor &amp; Course Designer</td>
<td>-Program proposal process -Course development due to ECE Certificate</td>
<td>Gisèle</td>
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<td>U of S Curriculum Studies</td>
<td>Debbie Pushor</td>
<td>Professor Curriculum Studies</td>
<td>-Early Learning integration in courses</td>
<td>Gisèle</td>
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<td>U of S EPSE, FDT June 26/19</td>
<td>Lynn Lemisko</td>
<td>Department Head, EPSE; Professor EFDT</td>
<td>-ECUR 382 (Social Studies) -Course design, resources, and best practices</td>
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<td>U of S Curriculum Studies</td>
<td>Tim Molnar</td>
<td>Assistant Professor</td>
<td>ECUR 322 (Science) - Course design, resources, and best practices</td>
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<td>Stephanie Ives</td>
<td>Instructor Curriculum Studies</td>
<td>ECUR 382 (Social Studies) - Course design, resources, and best practices</td>
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<td>U of S Curriculum Studies / Gwenna Moss Centre for Teaching &amp; Learning</td>
<td>Ryan Banow</td>
<td>Instructor Curriculum Studies &amp; Education Development Specialist</td>
<td>ECUR 322 (Science) - Course design, resources, and best practices</td>
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<td>The Variable SK Math Teachers’ Society</td>
<td>-Ilona Vashchyshyn -Nat Banting</td>
<td>-Editor &amp; Vice-President -Editor &amp; Director -ECUR 312 Instructor</td>
<td>Math research articles - Course design</td>
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<td>Treaty 6 Meadow Lake Tribal Council</td>
<td>Richard Ben</td>
<td>Tribal Chief</td>
<td>Cree course development</td>
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<td>Treaty 6 Onion Lake First Nation</td>
<td>Brian MacDonald</td>
<td>Elder</td>
<td>Cree course development - Language revitalization - Protocol</td>
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<td>Treaty 6 Onion Lake First Nation</td>
<td>Irene Carter</td>
<td>Coordinator of Gift of Language Curriculum</td>
<td>Curricular Development for Cree Immersion - Resources</td>
<td>Kevin, Gisèle</td>
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<td>Treaty 6 Ministikwan Lake Cree Nation (Meadow Lake Tribal Council)</td>
<td>-Matilda Lewis -School Staff</td>
<td>Principal of Ministikwan Cree Immersion School</td>
<td>Cree Course Development - LTEP Plan - Best Practices &amp; Needs in Teacher Training - Resource Development</td>
<td>Kevin, Gisèle</td>
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<td>Treaty 6 Meadow Lake Tribal Council</td>
<td>-Leslie Crookedneck -MLTC Council</td>
<td>Chief</td>
<td>Cree Course Development - LTEP Plan</td>
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<td>Role/Position</td>
<td>Topics Discussed</td>
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<td>Treaty 6 FN University - Regina</td>
<td>Angelina Weenie</td>
<td>FN University of Canada Program Coordinator</td>
<td>-Cree Language Proficiency Tool</td>
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<td>Treaty 4 Ochapowace First Nation</td>
<td>Larry Oakes, Julie Fox</td>
<td>Elder, Principal of Kakisiwew School</td>
<td>-Requested Information about Cree Immersion Program</td>
<td>Kevin</td>
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<td>Treaty 4 Ochapowace First Nation</td>
<td>Margaret Bear</td>
<td>Chief and Council</td>
<td>-Requested Information about Cree Immersion Program</td>
<td>Kevin</td>
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<td>Treaty 6 Lac La Ronge Indian Band</td>
<td>Tammy Cook Searson</td>
<td>Chief</td>
<td>-LTEP Plan -Cree Immersion</td>
<td>Kevin</td>
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<td>Treaty 6 Lac La Ronge Indian Band Education unit</td>
<td>Simon Bird, Minnie McKenzie</td>
<td>Director of Education, Cree Curriculum and Resources Developer</td>
<td>-LTEP Plan -Cree Resources -Teacher Training Needs</td>
<td>Kevin</td>
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<td>U of S Sept 20/19</td>
<td>Dr. Marie Battiste</td>
<td>Professor, Educational Foundations</td>
<td>-LTEP Plan -Cree Language Proficiency -Cree Course Development -Eskasoni Mi'kmaw Immersion School</td>
<td>*Kevin, Gisèle, Nadia</td>
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<td>Treaty 6 GSCS FNMI Team St. Frances Cree Bilingual School Feb. 11/19</td>
<td>Gord Martel (by phone &amp; email), Cornelia Laliberte, Rhonda Smallchild, Pearleen Kanewopasikot</td>
<td>Superintendent, FNMI Coordinator, FNMI Consultant, Vice-Principal St. Frances</td>
<td>-Presentation regarding current Indigenous language programs and needs in GSCS LTEP plan shared</td>
<td>*Kevin, *Gisèle, Nadia, Norman</td>
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<td>Métis Cultural Program St. Michael School Jan 22/19</td>
<td>Cort Dogniez, Sam Lamontagne, Michael Thorson, Cristin Dorgan-Lee</td>
<td>GSCS FNMI Consultant, School Teacher Leader, St. Michael Principal, Vice-Principal</td>
<td>-Gather information about Michif program -Teacher needs</td>
<td>Norman, Gisèle</td>
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<td>SPSD June 18/19</td>
<td>Pete Chief, Darryl Isbister</td>
<td>Principal of Confederation Park School, Coordinator FNMI Education</td>
<td>-LTEP Plan -Resources – suggestions, sharing -Best practices and needs in teacher training</td>
<td>*Kevin, Gisèle</td>
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<td>Organization</td>
<td>Name</td>
<td>Role</td>
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<td>SPSD</td>
<td>Belinda Daniels</td>
<td>-Nêhiyawêwin Summer Language Experience Camp Director, Teacher at Mount Royal Collegiate &amp; U of A, PHD student -U of S</td>
<td>-Language Camp information -Resources for teaching Cree</td>
<td>Kevin, Gisèle</td>
</tr>
<tr>
<td>SUNTEP</td>
<td>Angie Caron</td>
<td>SUNTEP Instructor</td>
<td>-ECUR 382 -Course design, resources, and best practices</td>
<td>Gisèle</td>
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<tr>
<td>Opaskwayak Educational Authority</td>
<td>Oscar Lathlin and Joe A. Ross</td>
<td>Representatives from the Education Unit</td>
<td>-Course content and best practices for teaching Cree Immersion</td>
<td>Kevin</td>
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<tr>
<td>University of Sherbrooke</td>
<td>Dr. Johanne Patry</td>
<td>Professeure de l'Université de Sherbrooke</td>
<td>-Research based content in teaching science in French</td>
<td>Gisèle</td>
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<tr>
<td>University of Victoria</td>
<td>Dr. Onowa McIvor</td>
<td>Associate Professor of Indigenous Studies – U of Victoria -Co-Lead NEQOLNEW Research Partnership</td>
<td>-Information gathered from the Language Keepers’ Gathering (November, 2018)</td>
<td>*Kevin, Gisèle</td>
</tr>
</tbody>
</table>
Appendix B: Letters of Support and Consultation
July 12, 2019
To whom it may concern,

Please accept this letter in support of the development of a Language Teacher Education Program route (LTEP) in the College of Education. The LTEP program is an innovative approach to teacher preparation specifically designed to not only meet the demand for French Immersion teachers province-wide, but is also being designed to address the Truth and Reconciliation Commission (TRC) Calls to Action focusing on Indigenous language supports through education. Initially, the program will focus on Cree and French streams, with the goal of adding other heritage languages, including Michif, in the future.

Increased student enrolments in immersion programming in French has resulted in immersion language teacher shortages province-wide. Although these shortages have, in the past, been addressed through the recruitment of teachers from other provinces, that supply of teachers is no longer stable, with other provinces also experiencing similar immersion demand.

Increased attention to and demand for Indigenous language immersion programming in provincial and First Nation schools, and which was brought to our attention through partnerships with First Nation leaders and through the TRC Calls to Action, presents a unique opportunity for the College to develop innovative programming with an immersion focus in general, with the goal of meeting immersion language programming needs across a variety of languages.

The College of Education’s mandate is to respond to and serve the needs of schools, school divisions, First Nations and communities throughout the province and on sovereign nations. The province is experiencing a high demand for and a shortage of supply of immersion teachers broadly, specifically in French and Cree, but also in other languages as well. Through a well-designed program that combines second language teaching and learning methodology (across all language groups) as well as methods classes in specific languages, the College is designing and planning a program that will meet the needs of learners and communities from a variety of language groups, with a focus on language revitalization and language proficiency.

The LTEP is directly aligned to the mission and vision of the College of Education, as well as to the College’s strategic plan, specifically identified in the College’s direct goal to diversify immersion language offerings (Indigenous and second) and programs on- and off-campus. The LTEP is aligned to the University Strategic Plan through contributing to the plans goal of achieving “growth in the number of Indigenous policies, programmes, curricula, and initiatives across colleges and schools developed with and validated by Indigenous peoples”.

The LTEP addressed directly the TRC Call to Action #16, which reads “we call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages”.
The LTEP also aligns with the province’s plans for French Language through its Vision 2030.

The financial structures within the RCM model will support the LTEP’s ongoing sustainability. In order to support the program, along with supporting its development through a language specialist, the College will provide for the purchase of resources for the library, instructors to teach the courses, and will continue to work with the provost’s office for strategic funding supports. Lastly, the College’s strong connections to the field will ensure support for the practicum components of the program, offered in years two, three and four.

The College of Education strives to advance its reputation locally as a valued partner in education, and globally as a premier institution for teaching and learning. At the college, we realize that our reputation rests on the collaborative and interdisciplinary efforts we make to engage in the work we do with Indigenous, local, and international communities. This program is an important part of that work.

It is for these reasons, among others, that the proposal for the Language Teacher Education Program has my full support. Please contact me if you have further questions.

Respectfully,

Michelle Prytula
Dean, College of Education
January 14, 2020

To whom it may concern,

On behalf of the Department of Languages, Literatures and Cultural Studies (U of S), please accept this letter in support of the development of the Language Teacher Education Program (LTEP) in the College of Education.

This new program will be greatly appreciated by the local francophone community who wish to see French language education developed in our schools and consider the availability of high-quality education for our instructors to be a priority.

The diverse francophone community in Saskatchewan combines the significant cultural heritage of the Fransaskois community with communities from Quebec, France and several African countries and has supported the development of a theatre (La Troupe du jour), meeting places (Le Relais, for example), a film festival, and a variety of associations that foster discussion (ACFAS: Association francophone pour le savoir), etc.

It is this vitality that has contributed to the expansion of the French section of the Languages Department through the restructuring of our course offerings and the development of exchange programs, as well as the revitalization of our M.A. program and the creation of a Ph.D. program, as we strive to establish our department as an important member of both the national and international academic community.

The program proposed by the College of Education will be beneficial to our students as well, as many among them hope to teach French but cannot currently receive the type of education that is offered at other Canadian universities. It is a wonderful opportunity for us to collaborate with the College of Education to offer an interdisciplinary program. We will do our utmost to support the students who choose this new program and will make the necessary arrangements in regard to course offerings and scheduling to ensure the program’s success.

Respectfully,

Stella Spriet, Head

Department of Languages, Literatures and Cultural Studies
Re: Language Teacher Education Program (LTERP) Route for the College of Education Bachelor of Education Degree

Please consider this letter of support for the above mentioned program proposal.

The College of Education, represented by Kevin Lewis, Gisele Jean-Bundgaard, and Arvelle Van Dyck, met with representatives of the Indigenous Studies Department, Dr. Rob Innes, Dr. Bonita Beatty and Randy Morin, to discuss the new LTEP program proposal. At the meeting, the Indigenous Studies Cree Culture and language certificate (in progress) was discussed and there was an understanding that the new Indigenous Studies Cree classes (200-300-400 levels) could mutually benefit students in the certificate program and the proposed Language Teacher Education program (LTEP). Indigenous 212 Cree Cultural histories class was also identified.

The Department of Indigenous Studies supports the LTEP proposal in its own right and for the potential opportunities for inter-College collaboration and benefits that arise from it.

Respectfully,

Dr. Winona Wheeler
Acting Department Head
4 December 2019

Dr. Michelle Prytula
Dean
College of Education
University of Saskatchewan
3046 – 28 Campus Drive
Saskatoon, SK S7N 0X1

Dear Dr. Prytula,

Upon review of the proposed Language Teacher Education Program (LTEP), that the College of Education, University of Saskatchewan has proposed to offer, I do not perceive that the Language Teacher Education Program to be a duplication of the distinctive Baccalauréat en Education program that is offered through the Faculty of Education, at the University of Regina.

Le Baccalauréat en Education has an almost forty-year history of success in preparing qualified teachers for the Elementary and Secondary grade-levels who can effectively teach in French-Language education minority contexts and/or settings, and in French Immersion contexts or teach French in Anglophone contexts. Le Baccalauréat en Education has been funded in part by both the Government of Canada and the Province of Saskatchewan through the l'Entente Canada–Saskatchewan relative à l'enseignement dans la langue de la minorité et à l'enseignement de la seconde langue officielle 2013-2014 à 2017-2018 and the funding extensions, and the University of Regina. These ongoing financial commitments have been the foundation of a program that is recognized as excellent across the country.

If I understand the proposal correctly, and at its simplest form, the proposed Language Teacher Education Program, appears to be a language instruction program, designed for teachers to teach the languages of French and Cree; at this point in time, with the future proposal of adding Michif and other Indigenous languages.

Thus, provided the approval of the Language Teacher Education Program does not redirect the current or potential future federal or provincial financial support required to effectively operate le Baccalauréat en Education, and as described and outlined in your emails to me November 11, 2019, I offer my support for the establishment of the College of Education, University of Saskatchewan’s Language Teacher Education Program.

Sincerely,

Jerome Cranston, PhD
Dean
Faculty of Education
October 7, 2019

Planning and Priorities Committee
c/o Dr. Michelle Prytula
Dean, College of Education
University of Saskatchewan
michelle.prytula@usask.ca

Dear Planning and Priorities Committee,

RE: Language Teacher Education Program – Letter of support

On behalf of the Saskatchewan Professional Teachers Regulatory Board (SPTRB), please accept this letter of support for the College of Education’s proposed Language Teacher Education Program.

Established in 2015, the SPTRB serves and protects the people of Saskatchewan by administering the standards for teacher certification, conduct and competence.

The SPTRB supports the College of Education in its efforts to establish a Language Teacher Education Program because this program will address the shortage of French and Cree Immersion teachers in Saskatchewan. Furthermore, this visionary approach to teacher education is readily adaptable to include additional languages of instruction. The SPTRB is particularly interested in the potential contribution of this program to the preservation of Aboriginal languages in Saskatchewan.

If you require further information about Saskatchewan Professional Teachers Regulatory Board or this letter of support, please do not hesitate to contact me via: telephone – 306-352-2230 or email – registrar@sptrb.ca.

Sincerely,

[Signature]

Trevor Smith
COO/Registrar

cc: Jennifer Kovar, jennifer.kovar@usask.ca
October 12, 2018

Dr. Michelle Prytula, Dean
College of Education
University of Saskatchewan

Dear Dr. Prytula,

We in Northern Lights School Division strongly support the development of language immersion programming for teachers at the University of Saskatchewan. We have over four thousand students in our division and we strive to have them all receive Indigenous language instruction. Unfortunately, it is extremely challenging to hire teachers who are speakers of both Cree and Dene. Of our over three hundred teachers, only a handful are fluent speakers. In some communities, we have non-speakers doing their best to revitalize Indigenous languages. We also employ elders to assist with language instruction. If, in fact, the vision of the University of Saskatchewan is to "respond actively and collaboratively to emergent provincial, national and international priorities", then having more post-secondary programming for Indigenous language teachers would not only support reconciliation and the TRC’s Calls to Action, but would also align perfectly with your own vision statement.

In our division, we also have French Immersion programming at two of our schools. There are approximately 175 students and we employ nine teachers. Our program has been in jeopardy in the past because of our inability to hire French-speaking teachers. This year in fact, we are short one high school French Immersion teacher and students may have to take classes online, which is not a good option for language acquisition. Most of the French teachers that we hire come from the east coast. The graduates from the U of R have guaranteed employment in southern communities and have not shown any interest in moving north, despite our efforts to recruit them. Having another option in our province for a French Education program would improve our chances of recruiting the highest quality teachers from within our own province. This would allow us to not only keep our program running, but possibly expand it as well since the demand is quite high and enrolment has been steadily climbing over the past five years.

In closing, I once again want to emphasize the need for more language immersion programming at the University of Saskatchewan. I am confident that it would have a positive impact on not only our school division, but others throughout the province as well as the shortage of teachers who are fluent speakers is one that is felt province-wide.

Sincerely,

Dawn Kuppenbender
Superintendent of Curriculum & Instruction
NLSD113
November 5, 2018

College of Education  
University of Saskatchewan  
3046 – 28 Campus Drive  
Saskatoon, SK  
S7N 0X1

Re: Language Immersion Program

The purpose of this letter is to endorse the development of a Language Immersion Program in the College of Education at the University of Saskatchewan. The Northwest School Division currently offers a French Immersion Program in the community of Meadow Lake and offers Cree classes in a number of schools. Both of these programs have varied enrollment and continue to be popular with students and their families. Recruitment and retention of certified teachers is always a priority for the Northwest School Division and a Language Immersion Program has the potential to support this important work.

Sincerely,

Davin Hildebrand  
Superintendent of Human Resources
October 25, 2018

Dr. Michelle Prytula, Dean
College of Education
University of Saskatchewan
28 Campus Drive
Saskatoon, SK
S7N 0K1

Dr. Prytula,

I write this letter as a follow up to your letter of October 12, 2018 requesting support for the implementation of language programs at the U of S. Assuming that “teacher formation” is synonymous with teaching training, I have the following to offer.

Ile-a-la-Crosse is an isolated Metis community in northern Saskatchewan that is over 200 years old. It has developed its own unique language – Michif – in that time. The Michif spoken here is not to be equated to that spoken in Metis communities in Manitoba or that spoken in some areas of southern Saskatchewan. The language of instruction in Ile-a-la-Crosse is English. We do however, offer some Michif instruction from grades Pre-K to 9 that is then followed at the high school level with locally developed Michif 10L. This is the first year that Michif 10L is being offered as a compulsory subject in our high school. We will be adding Michif 20L and 30L next semester and next fall respectively.

At present we have several teachers that grew up in Ile-a-la-Crosse delivering the Pre-K to 9 programming and one teacher that is/will be teaching the 10L, 20L and 30L programs. As our entire student population in Ile-a-la-Crosse S.D. is under 400 students, we have no need for any more Michif teachers than we have presently. We have no intention to implement an immersion program as the value of doing so would be quite limited due to the uniqueness of the language spoken here. Having said that, we would be supportive of language course offerings in Cree and Michif if those programs were consistent with the dialects spoken here.

“Providing For The Future”
I hope this explains our position here in Ile-a-la-Crosse. If you require more information please do not hesitate to give me a call at 306-843-8464 (Cell) at any time. Thanks you.

Sincerely,

Dave Dornstauder
Director of Education
Ile-a-la-Crosse School Division #112
October 31, 2018

Dr. Michelle Prytula
Dean of Education
University of Saskatchewan

Dear Dr. Prytula,

Saskatchewan Rivers Public School Division fully supports the University of Saskatchewan’s proposal to develop a language immersion program.

Our School Division currently offers a French Immersion program in four schools to approximately 650 students. Our French Immersion enrolment has increased 137% over the last ten years. In response, we have expanded our French Immersion programming to a second location in the city of Prince Albert. With this expansion, we anticipate continued growth with a projected enrolment of approximately 750 students in 2023. The growth of the French Immersion Program and the addition of another school has resulted in an increased demand for teachers within our Division. In response to this growth, we have increased our FTE by 18.5 teachers over the last 10 years. In the past five years, we have had to recruit seven teachers from out of province. A U of S language immersion program within the College of Education would address this need and facilitate the recruitment and retention of locally trained French Immersion teachers. This would also align with the commitment by the provincial government in the 2017 Throne Speech to identify initiatives to support the recruitment of French language teachers.

Saskatchewan Rivers Public School Division is also currently exploring the concept of a Cree Bilingual School. The most fundamental requirement of a high quality program of this type will be teachers. It is exciting for us to consider the possibility of an Indigenous language school within our Division growing at the same time as the University of Saskatchewan develops a program specifically designed to train language specific teachers.

The majority of Saskatchewan Rivers Public School Division’s French Immersion Graduates that plan to be teachers currently attend the University of Regina. We also have a number of graduates from Debden who choose to enroll in the education program at the Faculté St-Jean in Edmonton. Providing these students with another option closer to home would be appreciated by them immediately, and would benefit the students of Saskatchewan Rivers Public School Division in the long term.

Yours in education,

Robert Bratvold
Director of Education
October 18, 2018

To the Academic Programs Committee of Council,

Saskatoon Public Schools has prospered due to a long-term, collaborative working relationship with the College of Education at the University of Saskatchewan. This relationship has resulted in thousands of students training in our classrooms and developing into dedicated and innovative teachers in our community. Our two institutions have worked together to address emerging trends in education and to meet the needs of students and families in Saskatchewan.

One of the challenges our school division has faced in recent years is a lack of trained French teachers. With our French Immersion program growing annually, we are struggling to recruit adept teachers for this program. Our human resources department has worked to recruit teachers from across Canada, and, in some cases, internationally but there are not enough skilled teachers in this area to meet the high demand.

To give you an idea of the growth we are facing, look no further than our French Immersion enrolments. In 2012, we had 1,735 students in French Immersion. Currently, we have 2,663 students enrolled – an increase of 928 students, or roughly 37 classrooms that need teachers. Our projections show this need will only grow: we are anticipating another 650 students to enrol in French Immersion over the next five years. There is no indication from our community that the demand for French Immersion will subside.

While French is our biggest pressure point, we have also struggled to recruit Cree teachers that have an education degree. In our Cree Language and Culture program at Confederation Park School, we have grown by 141 students since 2012. This doesn’t count the Cree language classes offered in a handful of our elementary and high schools. These introductory Cree classes that are vital to our culturally responsive work could be offered in more schools if we had the trained teachers to lead them.

More professionally trained teachers to fulfill the demand for our growing language programs is essential. We cannot meet the needs of our community without being able to fill these teaching positions with appropriately trained and skilled educators.

Please accept this letter in support of the College of Education’s proposal for teacher formation in second language schools.

Sincerely,

Mr. Barry MacDougall, Director of Education, Saskatoon Public Schools
October 29, 2018

Dr. Michelle Prytula, Dean
College of Education
University of Saskatchewan
28 Campus Drive
Saskatoon, SK S7N 0X1

Dear Dr. Prytula:

Thank you for your recent letter which described your intention to submit a proposal for teacher formation in second language schools to the Academic Programs Committee of Council for language immersion program development. On behalf of Prairie Spirit School Division, I am sending this letter to demonstrate our support for this important work.

Prairie Spirit’s French Immersion programming began this year at école Traditions Elementary School in Warman. In its inaugural year, our new program has 28 Kindergarten students and 18 Grade 1 students, with two French Immersion classroom teachers. As we plan for the future of this program, we know maintaining and attracting new French Immersion teachers will be a priority and a challenge for our Division. The College of Education’s proposal would support our needs as we plan to expand our French Immersion program to include Kindergarten to Grade 8 over the next several years. With a proposed expansion to Grade 8, we will need to dedicate over 15 teachers to the French Immersion program at école Traditions Elementary School.

As well, we offer Cree language programs in both Stobart Community School (Duck Lake, SK) and Leask Community School when a teacher is available and student uptake warrants.

Prairie Spirit supports the College’s proposal and we applaud the College for identifying the need for this type of program. If we can be of any further assistance, please let me know.

Sincerely,

[Signature]

Lori Jeschke
Director of Education
November 5, 2018

Dr. Michelle Prytula, Dean  
College of Education  
University of Saskatchewan

Dear Dr. Prytula,

Lloydminster Public School Division recognizes the growing demand to address specific language programs that is occurring in our schools. The requirement for specialized language teachers currently exceeds the supply of qualified professionals.

Classes in our division are at capacity with 2486 students enrolled in French programs with only 20 teachers handling this load. We also offer Cree in our schools with 149 students enrolled and at present only have 2 teachers delivering this curriculum. With the current shortage of qualified teachers in these specialized areas we are challenged to meet the growing demand for these programs.

The Lloydminster Public School Division Board of Education fully supports the College of Education’s proposal for language immersion program development. The development and implementation of this proposal will provide the framework to recruit and train more professionals in this specialized area.

If there is any way we can be of further assistance in your application please feel free to contact us.

Best Regards,

Todd Robinson  
Director of Education

“Ensuring Personal Excellence For All Students”
October 17, 2018

Dr. Michelle Prytula, Dean
College of Education
University of Saskatchewan

Dear Dr. Prytula,

This letter is in support of the proposal to the Academics Committee of Council for an immersion program development at the University of Saskatchewan. The French Immersion population across Canada is increasing. This observation was shared with us by the Ministry of Education of Saskatchewan in a recent conversation. Our support is specific to the French Immersion program development for teacher formation.

Light of Christ Catholic Schools has approximately 2100 students in seven schools in North Battleford, Unity and Spiritwood. We have a single track French Immersion school and a dual track high school in North Battleford.

Please see below the specific data to support the French Immersion program development.

Student Enrolment in Specific Language Programs:

Enrollments over the past five years in our French Immersion programs:

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<th>Year</th>
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<th>High School</th>
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<td>18-19</td>
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</tr>
<tr>
<td>23-24</td>
<td>357</td>
<td>117</td>
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</table>
Teacher Statistics in French Immersion Programs:

Current French Immersion teachers 18.83
Projected French Immersion Teachers 21.83
We project an increase of 5 teachers due to enrolment.

Projected retirements
We project 2 retirements in the next five years.

We have hired one teacher for French Immersion from the U of S in the last five years.

We feel that there is a definite need for the development of a teacher formation program specific for French Immersion teachers in Saskatchewan. At the current time, we have been traveling to eastern Canada and Alberta to recruit French Immersion teachers. Due to the demand as noted earlier, there is a shortage throughout the prairie provinces especially since graduates are usually hired before program completion.

Sincerely,

Cory Rideout
Director of Education
October 29, 2018

Dr. Michelle Prytula, Dean
College of Education
University of Saskatchewan
28 Campus Drive
Saskatoon, Saskatchewan
S7N 0X1

Dear Dr. Michelle Prytula, Dean:

We appreciate the opportunity to respond to your letter of October 12th. In answer to your questions, we would like to provide the following information:

1. Student Enrolment in Specific Language Programs
   a. Five-year student Enrolment – French Immersion
   b. Projected enrolment – we expect growth in enrolment for the French Immersion Program at 3% per year.

2. Teacher Statistics in Specific Language Programs
   a. Language Teachers currently employed is 34
   b. We project needing 8 teachers over the next 5 years
   c. We have not hired Language Program teachers from the U of S in the last 5 years.

We see value in a University of Saskatchewan Language Program. We believe a Cree Immersion Teacher program would have a great benefit to our community as well as French Immersion Teacher Programming. We see the advantage of proximity and connection to high quality teacher offerings at the University of Saskatchewan.

We hope that we will see this new offering come to fruition at the University of Saskatchewan.

Sincerely,

[Signature]

Nigel McCarthy
Director of Education

"Where academics, faith, family, and community meet."
October 18, 2018

Dr. Michelle Prytula  
Dean, College of Education  
University of Saskatchewan

Dear Dr. Prytula,

Greater Saskatoon Catholic Schools is pleased to provide this letter of support to the College of Education to assist in the proposal to the Academic Programs Committee of Council for language immersion program development. The possibility of a second language teacher formation program at the University of Saskatchewan would help address the challenge our school division faces in filling positions in the area of second language and would provide collaborative learning opportunities for both our teaching staff and the university students.

Second language programs at Greater Saskatoon Catholic Schools have followed the similar provincial growth. Currently we offer Cree bilingual programming at St. Frances Cree Bilingual School, Ukrainian bilingual programing at Bishop Filevich Ukrainian Bilingual School, and French immersion at nine elementary schools as well as four of our high schools. Core French classes are offered in 12 elementary schools and four high schools. The attached charts display the growth within these programs during the last five years and projections for the next five years.

Currently, Greater Saskatoon Catholic Schools partners with post-secondary institutions from across Canada to ensure we have access to highly qualified second language teachers. The possibility of a second language program at the University of Saskatchewan would allow for collaborative partnerships that would benefit both the University of Saskatchewan student-teachers and Greater Saskatoon Catholic Schools’ second language programs. We envision, teacher candidates, student teachers, University of Saskatchewan faculty and Greater Saskatoon Catholic Schools’ staff working together towards high quality second language programming.

Greater Saskatoon Catholic Schools welcomes the opportunity to work with the University of Saskatchewan in the development of a language immersion program. It would be our pleasure to provide any additional information that would assist in strengthening this proposal.

Sincerely yours,

[Signature]

Greg Chatlain, Director of Education  
Greater Saskatoon Catholic Schools
### Past Enrolment

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### Projected Enrolment

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### Staffing

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<td>Cree Bilingual</td>
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<tr>
<td>Ukrainian Bilingual</td>
<td>14</td>
</tr>
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</table>
October 25, 2018

Dr. Michelle Prytula, Dean
College of Education
University of Saskatchewan

RE: Letter of Support

Dear Dr Prytula,

On behalf of École St-Isidore de Bellevue, a school which is part of The Conseil des écoles fransaskoises, please accept this letter of support to the College of Education for their proposal for teacher formation in French.

I am the school principal at École St-Isidore. There is an increasing need for French language teachers in Saskatchewan francophone schools. I convoked from the UofS College of Education in 1989 which had a French program at the time. It provided me with the opportunity to acquire a bilingual degree in education for which I am eternally grateful. Even if it had always been my dream, I may not have been able to earn that degree if Regina had been the only option. I am fortunate to have worked my way up to being principal at École St-Isidore and appreciate the benefits of French education, witnessing bilingual students graduating with so many different opportunities.

There is an increased awareness of the benefits of bilingualism and there should be French education accessibility to as many students as possible. Canada is a bilingual country with French and English at an even status. It is difficult to achieve this goal as there is such a shortage of bilingual workers in every walk of life. As principal of a French school, I can testify to the frustrations we face in our search for qualified teaching personnel. It would be a great asset to have more French teachers educated and trained in Saskatchewan. Teachers from elsewhere are more transient and the turnover can be costly to the system in time, money and student success. Certified teachers who graduate from Saskatchewan Universities know the curriculum and the pedagogical approaches to teaching it therefore are accustomed to Saskatchewan school culture and can adapt more easily to the school community. They are much more likely to stay in a school long term and settle down in the province from which they graduate.

It is my hope that the University of Saskatchewan proposal to develop a teacher formation program in complete French fluency will be accepted and implemented as soon as possible. A program that will allow teachers to teach in both Francophone and French Immersion school systems will be a benefit to Saskatchewan schools and Saskatchewan students.

Sincerely,

Johannine Bussière
Principal
École St-Isidore
October 25, 2018

Dr. Michelle Prytula, Dean
College of Education
University of Saskatchewan

RE: Letter of Support

I am a school principal at École Père Mercure, a French as a first language K-12 school in North Battleford, with the Conseil des écoles francophones, (CEF), school division. I support program development efforts regarding French language teacher formation at the University of Saskatchewan. There is a need for French language teachers in Saskatchewan francophone schools. The CEF school division student enrollments have steadily increased in the last 5 years surpassing 2000 students for the first time ever this fall. This is an increase of 200 students in the last 3 years. Enrollments at École Père Mercure have climbed from 56 to 71 in the past 3 years, and 85 students are forecasted for the fall of 2020-2021.

The CEF employs 180 French speaking teachers. This year the division hired 21 French teachers, 3 came from the University of Saskatchewan, 6 from the University of Regina and 12 from other provinces and other countries. École Père Mercure has 5 new teachers from that group, 1 from the University of Regina, 2 from Ontario and 2 from other countries. In the last 3 years École Père Mercure has hired 8 teachers. As principal, I would prefer that new teachers were formed in Saskatchewan. Professional A certified teachers who graduate from Saskatchewan Universities know the curriculum and the pedagogical approaches to teaching it. These teachers are accustomed to Saskatchewan school culture and can adapt more easily to the school community. They are much more likely to stay in a school long term. Teachers from elsewhere are more transient and the turnover can be costly to the system in time, money and student success.

It is my hope that the University of Saskatchewan proposal to develop a teacher formation program in complete French fluency will be accepted and implemented as soon as possible. A program that will allow teachers to teach in both Francophone and French Immersion school systems will be a benefit to Saskatchewan schools and Saskatchewan students.

Sincerely,

Julie Lemire
Principal
École Père Mercure
Regina, le 25 octobre 2018

Université de la Saskatchewan
Madame Michelle Prytula, Doyenne
28 Campus Drive
Saskatoon Saskatchewan, S7N 0X1

PAR COURRIEL : gisele.jean-bundgaard@usask.ca

OBJET : Appui – Programmes de langues (français, ukrainien, langues autochtones)

N./Référence : 1700

Madame la Doyenne,

La présente fait suite à la demande d’appui que vous nous avez fait parvenir. Nous croyons effectivement qu’une formation des maîtres sera la bienvenue par notre personnel.

Nous proposerons à nos enseignants toutes formations qui seront reliées à l’enseignement du français et surtout en langue première. Les formations qui répondront à notre spécificité ainsi qu’à la pédagogie en milieu minoritaire seront tout aussi bien accueillies par le Conseil des écoles fransaskoises. Nous profitons de cette occasion pour vous informer que le CEF est prêt à participer à un comité consultatif francophone si vous le jugez à propos.

En espérant que notre appui répondra à vos attentes, nous profitons de cette occasion pour vous féliciter de cette initiative.

Bernard Roy,
Directeur général à l’Éducation

BR/ch

c. c. : André Messier, directeur général adjoint à l’Éducation
Janine Busière, directrice de l’école St-Isidore
Dominic Rivard, directeur de l’école Valois
Translation of letter from Conseil des écoles francaskoises to
Dr. Michelle Prytula – Dean, College of Education

October 25, 2018

This letter is in response to your request for support. We do believe that teacher training will be welcomed by our staff.

We propose that teacher training be related to the teaching of French and especially in/as the first language. Training that will meet our specificity as well as pedagogy in a minority setting will be equally welcomed by the Conseil des écoles francaskoises. We take this opportunity to inform you that the CÉF is ready to participate in a francophone advisory committee if you feel it is appropriate.

We are hoping that our support will meet your expectations; we take this opportunity to congratulate you on this initiative.

Translated by Gisèle Jean-Bundgaard
Appendix C: Course and Program Catalogue Entry

Years 1 and 2 (60 credit units)

Education Learning Communities

Year 1
- EDLC 101.0 Education Learning Community On Campus
- EDLC 102.0 Education Learning Community in Our City

Year 2
- EDLC 201.0 Education Learning Community Discovering Saskatchewan
- EDLC 202.0 Education Learning Community Global Community

Education Courses
- ECUR 163.3 Mathematical Content Knowledge for Teaching School Mathematics or ECUR 164.3 Is This a Course About Science
- EFDT 101.3 Introduction to Education
- EFDT 265.3 Foundations for First Nations Metis and Inuit Teaching and Learning or ECUR 265.3 Teaching for Reconciliation in the K to 12 Curricula
- EPSE 202.3 Psychological Foundations of Teaching and Learning

External Course Requirements
- English
  Choose 3 credit units of junior-level English
  Please Note: not required for a Teaching Area 2 of English Language Arts.
    - ENG — 100-Level
- Indigenous Studies
  Choose 3 credit units of Indigenous Studies
  Please Note: not required for a Teaching Area 2 of Indigenous Studies or Social Studies/Social Sciences.
    - INDG — 100-Level, 200-Level, 300-Level, 400-Level
    - HIST 265.3: Native Newcomer Relations in Canada 1880 to Present
    - HIST 315.3: Indigenous Health History
    - SOC 341.3: Institutional Racism and Indigenous People
- Mathematics/Statistics
  Choose 3 credit units of Mathematics or Statistics
  Please Note: not required for a Teaching Area 2 of Mathematics.
    - MATH — 100-Level, 200-Level, 300-Level, 400-Level
    - STAT — 100-Level, 200-Level, 300-Level, 400-Level
    - ECON 450.3 Strategic Choice
    - GEOG 302.3 Quantitative Methods in Geography
    - PLSC 214.3 Statistical Methods
    - PSY 233.3 Statistical Methods in Behavioural Sciences
- PSY 234.3 Statistical Methods in Behavioural Sciences
- SOC 225.3 An Introduction to Survey Research and Data Analysis in Sociology
- SOC 325.3 Applied Quantitative Research in Sociology

**Science**

Choose 3 credit units of Science

Please Note: not required for a Teaching Area 2 of Science.

*PLSC 214.3 Statistical Methods is not acceptable toward this requirement.

- ACB — 200-Level, 300-Level, 400-Level
- ARCH — 100-Level, 200-Level, 300-Level, 400-Level
- ASTR — 100-Level, 200-Level, 300-Level, 400-Level
- BIOL — 100-Level, 200-Level, 300-Level, 400-Level
- BMSC — 100-Level, 200-Level, 300-Level, 400-Level
- CHEM — 100-Level, 200-Level, 300-Level, 400-Level
- CMPT — 100-Level, 200-Level, 300-Level, 400-Level
- EVSC — 100-Level, 200-Level, 300-Level, 400-Level
- GEOL — 100-Level, 200-Level, 300-Level, 400-Level
- HSC — 100-Level, 200-Level, 300-Level, 400-Level
- MCIM — 100-Level, 200-Level, 300-Level, 400-Level
- PHYS — 100-Level, 200-Level, 300-Level, 400-Level
- PLSC — 100-Level, 200-Level, 300-Level, 400-Level
- GEOE 375.3 Engineering Hydrogeology
- GEOG 120.3 Introduction to Global Environmental Systems
- GEOG 125.3 Environmental Science and Society
- GEOG 233.3 Introduction to Weather and Climate
- GEOG 235.3 Earth Processes and Natural Hazards A Canadian Perspective
- GEOG 271.3
- GEOG 280.3 Environmental Geography
- GEOG 322.3 Introduction to Geographic Information Systems
- GEOG 323.3 Remote Sensing
- GEOG 325.3 Principles of Fluvial Systems
- GEOG 328.3 Groundwater Hydrology
- GEOG 335.3 Glacial Geomorphology
- GEOG 351.3 Northern Environments
- GEOG 423.3 Advanced Remote Sensing
- GEOG 490.3 Selected Topics in Physical Geography
- INDG 241.3 Weaving Indigenous Science and Western Science
- NUTR 120.3 Basic Nutrition
- PHPY 301.3 Fundamental Neuroscience Intercellular Communication
- PHPY 302.3 Human Physiology Transport Systems
- PHPY 303.3 Human Physiology Reproduction Growth and Energy Homeostasis
- PHPY 304.3 Pharmacology I
- PHPY 305.3 Pharmacology II
- PHPY 308.3 Experimental Basis of Physiology and Pharmacology
- PHPY 401.3 Animal Surgery and Experimentation
- PHPY 403.3 Physiological Genomics and Pharmacogenetics
- PHPY 405.3 Advances in Cardiovascular Physiology and Pharmacology
- PHPY 432.3 Research Project in Physiology and Pharmacology
- PHSI 208.6 Human Body Systems
- TOX 300.3 General Principles of Toxicology

- **Social Sciences/Social Studies**

  Choose 3 credit units of Social Sciences/Social Studies

  Please Note: not required for a Teaching Area 2 of Social Sciences/Social Studies or Indigenous Studies.

  Note: ECON 450.3 Strategic Choice, PSY 233.3 Statistical Methods in Behavioural Sciences, PSY 234.3 Statistical Methods in Behavioural Sciences, SOC 225.3 An Introduction to Survey Research and Data Analysis in Sociology and SOC 325.3 Applied Quantitative Research in Sociology cannot be used to fulfill this requirement.

  - ANTH — 100-Level, 200-Level, 300-Level, 400-Level
  - CMRS — 100-Level, 200-Level, 300-Level, 400-Level
  - CTST — 100-Level, 200-Level, 300-Level, 400-Level
  - ECON — 100-Level, 200-Level, 300-Level, 400-Level
  - HIST — 100-Level, 200-Level, 300-Level, 400-Level
  - INDG — 100-Level, 200-Level, 300-Level, 400-Level
  - IS — 100-Level, 200-Level, 300-Level, 400-Level
  - PHIL — 100-Level, 200-Level, 300-Level, 400-Level
  - POLS — 100-Level, 200-Level, 300-Level, 400-Level
  - PSY — 100-Level, 200-Level, 300-Level, 400-Level
  - RLS — 100-Level, 200-Level, 300-Level, 400-Level
  - SOC — 100-Level, 200-Level, 300-Level, 400-Level
  - WGST — 100-Level, 200-Level, 300-Level, 400-Level
  - CLAS 110.3 Greek Civilization
  - CLAS 111.3 Roman Civilization
  - CLAS 220.3 Daily Life in Ancient Greece and Rome
  - CLAS 225.3 Women in Antiquity
  - CLAS 240.3 Ancient Art and Architecture I Bronze Age to Classical Greece
  - CLAS 242.3 Ancient Art and Architecture II Graeco Roman World
  - CLAS 248.3
  - GEOG 130.3 Environment Health and Planning
  - GEOG 202.3 Regional Geography of Canada
  - GEOG 204.3 Geography of the Prairie Region
  - GEOG 208.3 World Regional Development
  - GEOG 240.3 Sustainable Cities and Regions
  - GEOG 280.3 Environmental Geography
- GEOG 340.3
- GEOG 364.3 Geography of Environment and Health
- GEOG 381.3 Development in the Canadian North Issues and Challenges
- GEOG 385.3 Analysis of Environmental Management and Policy Making
- GEOG 386.3 Environmental Impact Assessment
- GEOG 486.3
- GEOG 491.3 Research Topics in Human Geography
- PLAN 341.3 Urban Planning
- PLAN 342.3 Demographic Analysis in Planning
- PLAN 343.3 Legal Issues in Planning
- PLAN 346.3 Introduction to Urban Design
- PLAN 350.3 Transportation Planning and Geography
- PLAN 442.3 Regional Planning
- PLAN 446.3 Advanced Urban Design Studio

- Fine Arts
  Choose 3 credit units of Fine Arts
  Please Note: not required for a Teaching Area 2 of Arts Education.
  - ART — 100-Level, 200-Level, 300-Level, 400-Level
  - ARTH — 100-Level, 200-Level, 300-Level, 400-Level
  - DRAM — 100-Level, 200-Level, 300-Level, 400-Level
  - MUS — 100-Level, 200-Level, 300-Level, 400-Level

- Kinesiology
  Choose 3 credit units of Kinesiology
  Please Note: not required for a Teaching Area 2 of Physical Education.
  - KIN 121.3 Functional Basis of Physical Activity
  - KIN 122.3 Social Behavioral Foundations of Physical Activity
  - KIN 146.3 Physical Activity and School Aged Children and Youth

- Elective
  Elective – For a Teaching Area 2 of Social Sciences/Social Studies or Indigenous Studies, choose 3 credit units of 100- to 400-level open electives.

**Teaching Area 1 (18 credit units)**
Students must complete 18 credit units of Teaching Area 1.

Any 100-level language course taken after the first six credits of language course(s) will be counted as a senior course.

**Cree:**
Choose 6 credit units from the following junior level Cree courses:
  - CREE – 100-Level
Choose 12 credit units from the following senior level Cree courses:
- CREE: 200-Level, 300-Level or 400-Level
- EIND 220.6: Advanced Oral and Written Cree
- ECUR 428.3: Introduction to Master Apprentice Program
- ECUR 429.3: Root Word Method of nêhiyawêwin

**French:**
Choose 6 credit units from the following junior level French courses:
- FREN 122.3 Intermediate French I and FREN 125.3 Intermediate French II (or approved equivalents)
- FREN 212.3 Advanced French I and FREN 218.3 Advanced French II (applies to Bilingual/Immersion students)

Choose 12 credit units from the following senior level French courses:
- FREN — 200-Level, 300-Level or 400-Level

**Teaching Area 2 (12 credit units)**
Students must complete 12 credit units of Teaching Area 2.

Choose 12 credit units from the following:
- Early/Middle Years – Teaching Area 2 (link to Early/Middle Years program route)

**Spring Term (after Year 2)**
- EDST 213.0 Student Teaching in Rural and First Nations Schools

**Year 3 (30 credit units)**

**Education Courses**
- EFDT 301.3 Educator Identity in Contexts Anti Oppressive and Ethical Beginnings
- EFDT 313.3 Pedagogies of Place Context Based Learning Elementary
- EDST 321.3 Field Experience Learning in Contexts
- EDST 322.3 Field Experience Relational Curriculum Making in Practice Planning Adapting and Assessing
- EPSE 348.3 Essentials of Assessing Student Learning

<table>
<thead>
<tr>
<th>Cree Language Stream Education Methods Courses</th>
<th>French Language Stream Education Methods Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECUR 307.3 Early Literacy Prekindergarten to Grade 3 OR ECUR 308.3 Reading and Writing Developing in Prekindergarten to Grade 3</td>
<td>ECUR 309.3 Introduction to Elementary English Language Arts</td>
</tr>
<tr>
<td>ECUR 304.3 Cree Literacy in the Early Years</td>
<td>ECUR 306.3 Methods in Teaching Early/Middle Years French Language Arts</td>
</tr>
</tbody>
</table>
Year 4 (30 credit units)

Extended Practicum

- EXPR 422.15 Professional Extended Practicum
  OR
- EXPR 423.3 Alternative Field Experiences Practicum I Adult Learning and Community Based Educational Settings AND EXPR 425.12 Alternative Field Experiences Practicum II Saskatchewan Schools
  OR
- EXPR 424.3 Alternative Field Experiences Practicum I International Opportunities AND EXPR 425.12 Alternative Field Experiences Practicum II Saskatchewan Schools

Education Courses

- EADM 303.3 Education in Society Structures Systems and Stakeholders
- ECUR 362.3 Principles and Practices of Second Language Learning
- EPSE 390.3 Exceptional Learners
- Choose 3 credit units from the following:
  - EART 303.3 Methods in Elementary Visual Art
  - EART 304.3 Arts Education in the Early Years
  - ECUR 352.3 Methods in Elementary Physical Education
  - ECUR 353.3 Physical Education in the Early Years
  - ECUR 450.3 Elementary Health Methods
  - ECUR 451.3 Health in the Early Years
- ECUR 412.3 Examining Place, Purpose, Programs, and Proficiency for Language Learners
Appendix D: Library Requirements Form
This form is to be completed by the faculty member responsible for the program proposal in consultation with the Liaison Librarian from the University Library, University of Saskatchewan. Contact the appropriate Liaison Librarian for assistance.

Attach the completed form to the program proposal prior to submission to the Academic Programs Committee. Additional comments may also be attached if required.

1. Proposal Identification

Full name of program: Language Teacher Education Program (LTEP)
Bachelor of Education, College of Education

Short form (degree abbreviation): B.Ed.

Sponsoring Department/College: Curriculum Studies Department

Degree Level: Undergraduate

2. Library Resources

2.1 Resources are/will be located mainly at the Education & Music Library

2.2 Comment on the adequacy of the current level of Library acquisitions in support of this discipline

The University of Saskatchewan Library supports all departments and units within the College of Education.

Although the collection has not focused on language teaching materials, there are selected language learning and teaching materials in the collection. There are instructional kits within the Aboriginal Education Collection on how to teach a variety of Indigenous languages and dialects. Some resources within the Curriculum Collection are written in Cree (5-6 series) and some are bilingual (Cree and English). The Curriculum Collection also has some children’s literature in Cree accompanied by resource kits.

There are French reference materials such as dictionaries and a few French CDs with accompanying literature in the Curriculum section. There are also vocabulary acquisition kits for teaching core French teaching components of the French immersion interdisciplinary curricula to teacher candidates. French materials in the Historical Collection pre-date 1992.

2.3 Specify serial titles that are core to this program.

Journals currently available are:

- Language Teaching (Cambridge Journals, From 2001)
- Research Papers in Language Teaching and Learning (DOAJ, From 2010)
There are no specific Cree language related journals. However, general language, education or linguistic journals publish articles on or about Indigenous languages. For example, The McGill Journal of Education (McGill) has published articles on Indigenous languages. There are also open resources such as (1) Cree: Language of the Plains (https://www.uregina.ca/open-access/open-textbooks/titles/cree.html); (2) the Federation of Endangered Languages of Canada (https://www.felcanada.org); and, (3) the South Slave Divisional Education Council (https://www.ssdec.net/aboriginal-language), that hold language learning and teaching resources.

2.4 What access is required to resources held elsewhere? (Identify additional costs for access e.g. networking of databases, consortial access to databases, document delivery options).

There will be no additional costs to access other databases at this time. The current databases will offer theoretical and pedagogical resources required for LTEP students. However, it should be noted that subscription rates are determined based on user numbers and required access to users.

2.5 Will any resource re-allocation within the broad discipline be necessary to support this new program?

The College of Education has agreed to allocate funding to the library for a portion of the required resources. Students in the LTEP route will also have access to the expanding collection of Cree and French resources at the Stewart Resource Center at the Saskatchewan Teachers’ Federation.

Currently, the Library has an acquisitions fund that is divided among the disciplines. Without additional resources, the monies allocated to books, journals, and databases that support education will be used to purchase materials for this new program. However, this will result in diminished resources available to purchase materials in other areas of education. In 2019/20, the overall budget for education materials is $49,284. Future funding is dependent upon the budget allocation from the university’s central allocation to the library.

2.6 What are the human resource requirements to support this program? (Does the Library have the subject expertise amongst its staff? Are more staff required to develop collections, provide user education, develop and promote web access to resources, etc.)?

The Education Librarian will be responsible for LTEP collections. She will also provide support and instruction for this program. However, she is not qualified to provide help in Cree and French languages. There is currently one French speaking library staff member and no Cree speakers on staff at the Education & Music Library.

3. Additional Library Resources Required

3.1 What new subject areas of acquisition are needed to meet program requirements?

Resources are required to facilitate teacher candidate use in presentations and coursework. Such resources will include Cree and French children’s literature as well as activity-based resources and materials specific to teaching language arts, mathematics, science, and social studies in Cree and French.
3.2 What new electronic resources/databases are required?
No new electronic databases will be required.

3.3 Are there new/additional library technology requirements necessary to support this program?
No new technology requirements are necessary.

3.4 Are there distance education service needs and costs?
No costs of this nature will be necessary at this time.

3.5 Provide an estimated budget required for library resources to support this program annually.
It is recommended that $5,000 be allocated in the first year to purchase Cree and French resources such as children’s literature, instructional materials within the subject areas of mathematics, science, literacy, and social studies, as well as recent second language learning pedagogical resources. In addition, providing $2,000 annually would assist in creating an adequate collection of Cree and French resources.

4. Statement of Assessment of Library requirements
(Indicate Library capacity to support new program)

The University Library has a strong collection for many of the Education resources. However, the collection has not focused on language learning and teaching materials needed for this program. A one-time expenditure of $5,000 to establish a core collection for this new collection and an annual provision of $2,000 to maintain this collection or add any new relevant journals as needed are recommended.

The Education librarian will provide instruction and support to students and faculty in this program. The new program addition should take into consideration the librarian’s and staff workload distribution at the Education & Music Library.

Date: 

Liaison Librarian’s Signature: 

Library Dean’s Signature: 

Faculty member (for the sponsoring college/dept): 

Date:
Appendix E: Consultation with the Registrar Form
Consultation with the Registrar Form

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1. Is this a new degree, diploma, or certificate? Yes [ ] No X
   Is an existing degree, diploma, or certificate being renamed? Yes [ ] No X
   If you've answered NO to each of the previous two questions, please continue on to the next section.

2. What is the name of the new degree, diploma, or certificate?

3. What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

4. If you have renamed an existing degree, diploma, or certificate, what is the current name?

5. Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?

6. If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program? Yes [ ] No

7. If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

8. Which College is responsible for the awarding of this degree, diploma, or certificate?

9. Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

10. Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department. [One major is required on all programs] [4 characters for code and 30 characters for description]

11. If this is a new graduate degree, is it thesis-based, course-based, or project-based?

Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information
1. Is this a new program?
   Yes □ No □
   Is an existing program being revised?
   Yes □ No □
   If you've answered NO to each of the previous two questions, please continue on to the next section.

2. If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?
   BED [Bachelor of Education]

3. What is the name of this new/revised program?
   Language Teach Educ Prog [LTEP] - full name of program is "Language Teacher Education Program" but limited to 30 characters in Banner Student

4. What other program(s) currently exist that will also meet the requirements for this same degree(s)?
   BED-SEQMUS [Bach of Edu - Sequential Music], BEDKIN [Bach of Edu - Bach of Sc Kin], EDEM [BED - Early/Middle Years], EDEY [BED - Elementary/Middle], EDSY [BED - Secondary], ITEP [Indian Teach Educ Prog], NORTEP [Northern Teach Educ Prog], SUNTEP-PA [SK Urban Nat Teac Educ Prog-PA], SUNTEP-SK [SK Urban Nat Teac Educ Prog-SK], TV [Tech Vocational Educ]

5. What College/Department is the academic authority for this program?
   ED [Education] / ED [Education (Dean's Office)]

6. If YES, is this a replacement for a current program?
   Yes □ No □

7. If YES, will students in the current program complete that program or be grandfathered?

8. If this is a new graduate program, is it thesis-based, course-based, or project-based?

Majors Available = 0000 [Undeclared], CREE [Cree] and FREN [Fren]
Minors Available = ARED [Arts Education], ENLA [English Language Arts], INDG [Indigenous Studies], MATH [Mathematics], PED [Physical Education Studies], SCIE [Science], SSST [Social Sciences Social Studies]
Concentrations Available = EAYR [Early Years], EMYR [Early/Middle Years], MYR [Middle Years]

Section 3: Mobility

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1. Does the proposed degree, program, major, minor, concentration, or course involve mobility?
   Yes □ No □
   If yes, choose one of the following:
   Domestic Mobility (both jurisdictions are within Canada)
   International Mobility (one jurisdiction is outside of Canada)

2. Please indicate the mobility type (refer to Nomenclature for definitions).
Joint Program
Joint Degree
Dual Degree
Professional Internship Program
Faculty-Led Course Abroad
Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

If you’ve answered NO, please continue on to the next section.

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

3 What is the name of this new / revised major, minor, or concentration?

4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5 Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

If you’ve answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?
Effective Term: 202109 [September 2021]
Title: Language Teacher Education Program Route for the Bachelor of Education Degree

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which multiple Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the multiple Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b Of the multiple Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

Section 6: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department?
Yes [ ] No [X]

Is an existing college, school, center, or department being renamed?
Yes [X] No [ ]

Is an existing college, school, center, or department being deleted?
Yes [X] No [ ]

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new (or renamed or deleted) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed or deleted) college, school, center, or department?

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

7 Are there any ceremonial consequences for Convocation (i.e. New degree hood, adjustment to parchments, etc.)?

Section 7: Course Information
1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

No

2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

4 Does the program timetable use standard class time slots, terms, and sessions?
   If NO, please describe.
   Yes ☑ No ☐

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?
   If YES, please describe.
   Yes ☐ No ☑

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

Section 8: Admissions, Recruitment, and Quota Information - same as the current EDEM [BED - Early/Middle Years] and EDSY [BED - Secondary] programs

1 Will students apply on-line? If not, how will they apply?

2 What term(s) can students be admitted to?

3 Does this impact enrollment?

4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

5 Can classes towards this program be taken at the same time as another program?

6 What is the application deadline?

7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)
8 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

13 Will the standard application fee apply?

14 Will all applicants be charged the fee or will current, active students be exempt?

15 Are international students admissible to this program?

Section 9: Government Loan Information

NOTE: Federal / provincial government loan programs require students to be full-time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?

2 If this is a new program, do you intend that students be eligible for student loans?
   Yes

Section 10: Convocation Information (only for new degrees)

1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?

2 If YES, has the Office of the University Secretary been notified?

3 When is the first class expected to graduate?
4. What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Section 11: Schedule of Implementation Information

1. What is the start term?
   202109 [September 2021]

2. Are students required to do anything prior to the above date (in addition to applying for admission)?
   Yes [ ] No [X]  
   If YES, what and by what date?

Section 12: Registration Information

1. What year in program is appropriate for this program (NA or a numeric year)?
   (General rule = NA for programs and categories of students not working toward a degree level qualification.)
   Numeric Year [ ] Yes [X] No [ ]

2. Will students register themselves?
   Yes [X] No [ ]  
   If YES, what priority group should they be in?

Section 13: Academic History Information

1. Will instructors submit grades through self-serve?
   Yes [X] No [ ]

2. Who will approve grades (Department Head, Assistant Dean, etc.)?
   As per current set-up

Section 14: T2202 Information (tax form)

1. Should classes count towards T2202s?
   Yes [X] No [ ]

Section 15: Awards Information

1. Will terms of reference for existing awards need to be amended?
   Yes [X] No [ ]

2. If this is a new undergraduate program, will students in this program be eligible for College-specific awards?
   Yes
Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program? 
   Yes [X] No [ ]
   To qualify the program must meet the following requirements:
   - be equivalent to at least 6 months of full-time study, and
   - result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination? 
   Yes [ ] No [X]
   If yes, what is the name of the program? __________________________

2 What is the effective date of this termination? ________________________

3 Will there be any courses closed as a result of this termination? 
   Yes [ ] No [ ]
   If yes, what courses? __________________________

4 Are there currently any students enrolled in the program? 
   Yes [ ] No [ ]
   If yes, will they be able to complete the program? __________________

5 If not, what alternate arrangements are being made for these students? 
   __________________________

6 When do you expect the last student to complete this program? 
   __________________________

7 Is there mobility associated with this program termination? 
   Yes [ ] No [ ]
   If yes, please select one of the following mobility activity types.
   Dual Degree Program
   Joint Degree Program
   Internship Abroad Program
   Term Abroad Program
   Taught Abroad Course
   Student Exchange Program

   Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination? 
   Yes [ ] No [X]

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed? ________
2. If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?

3. If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4. Does proponent's proposal contain detailed information regarding requested tuition?
   Yes □ No □
   If NO, please describe.

5. What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

6. IPA Additional comments?

7. Will students outside the program be allowed to take the classes?

8. If YES, what should they be assessed? (This is especially important for program based.)

9. Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

10. Do standard cancellation fee rules apply?

11. Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12. Are you moving from one tuition code (TC) to another tuition code?
   Yes □ No □
   If YES, from which tuition code to which tuition code?

13. Are international students admissible to the program? If yes, will they pay the international tuition differential?
    Yes, they will be required to pay the international tuition differential

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 19: TLSE - Information Dissemination (internal for TLSE use only)
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>2 Has TLSE, Admissions, been informed about this new / revised program?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>4 Has CGPS been informed about this new / revised program?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>5 Has TLSE, Transfer Credit, been informed about any new / revised courses?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>7 Has the Library been informed about this new / revised program?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>8 Has ISA been informed of the CIP code for new degree / program / major?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>10 Has the Convocation Coordinator been notified of a new degree?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>11 What is the highest level of financial approval required for this submission? Check all that apply.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>a. None - as it has no financial implications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Fee Review Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Institutional Planning and Assessment (IPA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Provost's Committee on Integrated Planning (PCIP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Board of Governors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SIGNED**

**Date:** December 2, 2019

Registrar (Russell Isinger):

College / Department Representative(s):

IPA Representative(s):
Appendix F: New Course Proposal Forms
1. Approval by Department Head or Dean
   1.1 College or School with academic authority: College of Education
   1.2 Department with academic authority: Curriculum Studies
   1.3 Term from which the course is effective: Fall 2021 (202109)

2. Information required for the Catalogue
   2.1 Label & Number of course: ECUR 304
   2.2 Academic credit units: 3
   2.3 Course Long Title (maximum 100 characters): Cree Literacy in the Early Years
       Course Short Title (maximum 30 characters): Cree Literacy Early Years
   2.4 Total Hours: 39 Lecture X Seminar Lab Tutorial Other
   2.5 Weekly Hours: 3 Lecture X Seminar Lab Tutorial Other
   2.6 Term in which it will be offered: T1 T2 T1 or T2 X T1 and T2
   2.7 Prerequisites: EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.

If there is a prerequisite waiver, who is responsible for signing it?
D – Instructor/Dept Approval
H – Department Approval X
I – Instructor Approval

2.8 Catalogue description (150 words or less):

This course focuses on teaching Cree Language Arts in the Early Years. Situated in early childhood philosophy and pedagogy and an Indigenous worldview, it is an activity-oriented course which provides students with opportunities to participate in instructional methods and approaches that reflect the principles of early learning. This course will be taught in Cree and will provide opportunity for reinforcing and extending teacher candidates’ Cree language proficiency.

2.9 Do you allow this course to be repeated for credit? No.

3. Please list rationale for introducing this course:

This course is a requirement for the Cree stream of the proposed Language Teacher Education Program (LTEP). It will fulfill one of the requirements for teacher certification within Saskatchewan.
4. Please list the learning objectives for this course:

*Understand curriculum → Develop outcomes → Select/use instructional & assessment strategies → Differentiate/adapt → Access / select resources → Identity, language & culture*

**Curricular Objectives**

Course participants will:

1. apply the principles of early learning through an Indigenous lens: children as competent learners, stimulating and dynamic environments, holistic development and learning, and strong positive relationships.

2. design instruction that is play-based and language rich, including invitations, storytelling, dramatic play, and child-centered lesson and unit plans.

3. demonstrate understanding of Cree curriculum documents and professional resources that guide the teaching of Cree language learning across the curriculum in culturally responsive ways.

4. select and use appropriate instructional and assessment strategies to achieve learning and language outcomes in the Cree classroom.

5. locate and select appropriate Cree resources to support listening, speaking, reading, writing, viewing and representing while considering diverse learning needs and the profile of a Cree language learner.

6. formulate and express – articulate literacy-teaching philosophy in a Cree language setting.

7. reinforce and extend own linguistic and cultural identity in preparation for future teaching in Cree language settings.

As practicing professionals with experience and knowledge, you will explore each course outcome through an integrated demonstration of the Saskatchewan Teacher Education, Classification, and Certification (TECC) goals and competencies: professional, knowledge, instructional, and curricular.

5. **Impact of this course**
   - Are the programs of other departments or Colleges affected by this course? **No.**
   - If so, were these departments consulted? (Include correspondence) **n/a**
   - Were any other departments asked to review or comment on the proposal? **n/a**

6. **Other courses or program affected** (please list course titles as well as numbers)
   6.1 Courses to be deleted? **None.**
   6.2 Courses for which this course will be a prerequisite? **None.**
   6.3 Is this course to be required by your majors, or by majors in another program? **Yes, students in the Language Teacher Education Program (LTEP) pursuing the Cree stream.**

7. **Course outline**
   - (Weekly outline of lectures or include a draft of the course information sheet.)
<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Resource/Due</th>
</tr>
</thead>
</table>
| Class 1 | Opening Smudge/Prayer (Pipe)  
-nêhiyawasinahikêwin  
-Review of Standard Roman Orthography  
-Historical accounts of the origins of the Cree syllabics & Star Chart | nêhiyaw nikamona |
| Class 2 | -Using ASLA to teach the syllabics star chart  
-Eastern, southern, western and northern syllabics, South-eastern, south western, north-western and north-eastern syllabics  
End consonants and w’s (TPR-Cree Karate) | Spelling Exam #1 SRO  
Reading Exam #1 SRO (recorded) |
| Class 3 | Vocabulary Development  
-High Frequency Words  
-Word Lists  
-Morphology and Compounding | Quiz 2 |
| Class 4 | Simple word sentences, prayer and SRO songs  
Readings- Decision- Making on a Standard Orthography: The Betsiamites Case, Spelling Reform among the James Bay Cree, Reading and Writing in Rupert House | Writing Quiz |
| Class 5 | -Reading Syllabics  
-Writing Syllabics  
Readings- Teaching Cree in Fort Albany, Syllabic Literacy: The First Year, Style Manual for Syllabics | Spelling Exam #2: SRO-Syllabics |
| Class 6 | Developing Complex Sentences-Transcribing Techniques | Reading Quiz  
Numeracy Booklet: Due |
<p>| Class 7 | Presentations- Syllabics: Workshop/seminar/unit | Due (Changed to 3rd) |
| Class 8 | Readings- Orthography Choice for Cree Language and Education, A syllabary or and Alphabet: A Choice between Phonemic Differentiation or Economy | Spelling Exam #3: Syllabics |
| Class 9 | Simple word sentences, prayer and Syllabics songs | Spelling Exam #4: Syllabics-SRO |</p>
<table>
<thead>
<tr>
<th>Class 10</th>
<th>Teaching Polysynthetic Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading Exam #2 SRO &amp; Syllabics (recorded)</td>
</tr>
<tr>
<td></td>
<td>Readings-Evaluating an Orthography, Morphophonemic Spelling for Pedagogical and Other Practical Purposes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 11</th>
<th>New Words: Developing Terminology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Readings- Some Notes on Native Literacy Programs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 12</th>
<th>Complex Sentences- Translating and Transcribing Techniques</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Class 13</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LEA Examples and Assessments</td>
</tr>
</tbody>
</table>

8. **Enrolment**
   8.1 Expected enrollment: **20**
   8.2 From which colleges? **College of Education**

9. **Student evaluation**
   Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

**Course Evaluation:**

- Syllabics Workshop/seminar/unit: 20%
- Syllabics Star Chart, End Consonant Quiz: 10%
- Simple to Complex Sentence Quiz: 10%
- SRO spelling exams (4): 20%
- Language Experience Activities (LEA) Examples: 20%
- Language Assessment Tool Presentations: 20%
- **TOTAL**: 100%

9.1 How should this course be graded?
- **C** – Completed Requirements
  *(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*
- **N** – Numeric/Percentage X
  *(Grade options for instructor: grade of 0% to 100%, IP in Progress)*
- **P** – Pass/Fail
  *(Grade options for instructor: Pass, Fail, In Progress)*
- **S** – Special
  *(Grade options for instructor: NA – Grade Not Applicable)* If other, please specify:

9.2 Is the course exempt from the final examination? **Yes.**

10. **Required text**
Include a bibliography for the course.

Cree Books for Children

Okimāsis, J. Cree : Language of the Plains/ nēhiyawēwin : paskwāi-pīkiskwēwin
https://ourspace.uregina.ca/handle/10294/8401?fbclid=IwAR1zCYjra1TCl2jWm74mdJJ_Gcly6oq6-F_avy7hDsMtxLkPuP-Df-MceM


Additional Resources:
mâci-nēhiyawēwin / Beginner’s Cree Preview: Solomon Ratt (y-dialect) https://creeliteracy.org/maci-nehiyawewin-beginners-cree/?fbclid=IwAR3LcFjgRZkBAlol01sj3Xkq6hhe6zJ4QNR0QfaPb0X9YfLoSPaWR09knv0k

Online resources: www.creeliteracy.org

11. Resources
11.1 Proposed instructor: TBD
11.2 How does the department plan to handle the additional teaching or administrative workload? As part of current faculty Assignment to Duty (ATD) and/or with sessional instructors.
11.3 Are sufficient library or other research resources available for this course? No, additional library resources are required.
11.4 Are any additional resources required (library, audio-visual, technology, etc.)? Yes, library resources are required. There will be additional costs for library resources. The college has agreed to cost share these resources with the Education and Music Library.

12. Tuition
12.1 Will this course attract tuition charges? If so, how much? (use tuition category) Tuition Category 2
12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form” http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees
No.

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CL</td>
<td>Clinical</td>
<td>PRB</td>
<td>Problem Session</td>
</tr>
<tr>
<td>COO</td>
<td>Coop Class</td>
<td>RDG</td>
<td>Reading Class</td>
</tr>
<tr>
<td>FLD</td>
<td>Field Trip</td>
<td>RES</td>
<td>Research</td>
</tr>
<tr>
<td>ICR</td>
<td>Internet Chat Relay</td>
<td>ROS</td>
<td>Roster (Dent Only)</td>
</tr>
<tr>
<td>IHP</td>
<td>Internet Help</td>
<td>SEM</td>
<td>Seminar</td>
</tr>
<tr>
<td>IN1</td>
<td>Internship - Education</td>
<td>SSI</td>
<td>Supervised Self Instruction</td>
</tr>
<tr>
<td>IN2</td>
<td>Internship - CMPT &amp; EPIP</td>
<td>STU</td>
<td>Studio</td>
</tr>
<tr>
<td>IN3</td>
<td>Internship - General</td>
<td>SUP</td>
<td>Teacher Supervision</td>
</tr>
<tr>
<td>IND</td>
<td>Independent Studies</td>
<td>TEL</td>
<td>Televised Class</td>
</tr>
<tr>
<td>LAB</td>
<td>Laboratory</td>
<td>TUT</td>
<td>Tutorial</td>
</tr>
<tr>
<td>LC</td>
<td>Lecture/Clinical (Dent Only)</td>
<td>WEB</td>
<td>Web Based Class</td>
</tr>
<tr>
<td>LEC</td>
<td>Lecture</td>
<td>XCH</td>
<td>Exchange Program</td>
</tr>
<tr>
<td>LL</td>
<td>Lecture/Laboratory (Dent Only)</td>
<td>XGN</td>
<td>Ghost Schedule Type Not Applicable</td>
</tr>
<tr>
<td>MM</td>
<td>Multimode</td>
<td>XHS</td>
<td>High School Class</td>
</tr>
<tr>
<td>PCL</td>
<td>Pre-Clinical (Dent Only)</td>
<td>XNA</td>
<td>Schedule Type Not Applicable</td>
</tr>
<tr>
<td>PRA</td>
<td>Practicum</td>
<td>XNC</td>
<td>No Academic Credit</td>
</tr>
</tbody>
</table>

2. Course Attributes
Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit
0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?
- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)
3.1 Permission Required: No.
3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program
College of Education, Language Teacher Education Program
3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.
3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
n/a
3.5 Corequisite(s): course(s) that must be taken at the same time as this course
n/a
3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information
4. List Equivalent Course(s) here:
An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

*Please note: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

*Please note: SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:
1. Approval by Department Head or Dean
   1.1 College or School with academic authority: College of Education
   1.2 Department with academic authority: Curriculum Studies
   1.3 Term from which the course is effective: Fall 2021 (202109)

2. Information required for the Catalogue
   2.1 Label & Number of course: ECUR 306
   2.2 Academic credit units: 3
   2.3 Course Long Title (maximum 100 characters): Methods in Teaching Early/Middle Years French Language Arts
       Course Short Title (maximum 30 characters): Methods in French Lang Arts
   2.4 Total Hours: 39 Lecture X Seminar Lab Tutorial Other
   2.5 Weekly Hours: 3 Lecture X Seminar Lab Tutorial Other
   2.6 Term in which it will be offered: T1 T2 T1 or T2 X T1 and T2
   2.7 Prerequisites: EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.

If there is a prerequisite waiver, who is responsible for signing it?
D – Instructor/Dept Approval
H – Department Approval X
I – Instructor Approval

2.8 Catalogue description (150 words or less):
   This course focuses on teaching French Language Arts in the Kindergarten to Grade 8 French Immersion settings. Teacher candidates will develop a philosophical foundation to inform their planning, teaching, learning, and assessment of the strands (reading, writing, speaking, listening, viewing, and representing) presented in the French Language Arts curricula. This course will offer opportunity for lesson and unit planning of literacy across the curriculum with specific attention to First Nations, Métis, and Inuit ways of knowing. Particular emphasis will be placed on approaches and strategies to support community and family engagement while learning about the French language and culture. This French Language Arts course addresses three of the six semester hours required by the Ministry of Education related to reading and language methodology content for early/middle years teacher candidates. This course will be taught in French.
2.9 Do you allow this course to be repeated for credit? **No.**

3. **Please list rationale for introducing this course:**

   This course is a requirement for the French stream of the proposed Language Teacher Education Program (LTEP). It will fulfill one of the requirements for teacher certification within Saskatchewan.

4. **Please list the learning objectives for this course:**

   In this course, you will learn to:

   1. demonstrate understanding of the Kindergarten to Grade 8 French Saskatchewan Language Arts curriculum and Saskatchewan Ministry of Education resource documents to guide the teaching of French as a second language. (TECC 2.3, 2.4, 2.5, 4.1, 4.2)

   2. create literacy-based lesson plans and unit plans while considering the balanced literacy and interdisciplinary approaches to teaching reading, writing and speaking in a second language. (TECC 1.1, 1.2, 4.1)

   3. select and use appropriate instructional and assessment strategies to achieve learning and language outcomes in the French Immersion classroom. (TECC 3.1, 3.2, 3.3)

   4. consider, analyze, and plan pedagogical practices that promote community, family, and student engagement in developing a language-rich classroom environment. (TECC 1.1, 2.5)

   5. evaluate and integrate appropriate French resources and technology to support listening, speaking, reading, writing, viewing, and representing while considering diverse learning needs, First Nations, Métis, and Inuit resources, and the profile of a French language learner. (TECC 1.3, 2.1, 2.6, 4.3)

   6. compare and consider second-language acquisition models and research that promotes student motivation and literacy learning. (TECC 1.4, 2.7, 4.3)

   7. reinforce and extend your own linguistic and cultural identity in preparation for future teaching in French language settings. (TECC 1.3, 2.5, 2.7, 4.3)


5. **Impact of this course**

   Are the programs of other departments or Colleges affected by this course? **No.**

   If so, were these departments consulted? (Include correspondence) **n/a**

   Were any other departments asked to review or comment on the proposal? **n/a**

6. **Other courses or program affected** (please list course titles as well as numbers)

   6.1 Courses to be deleted? **None.**
6.2 Courses for which this course will be a prerequisite? **None.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes, students in the Language Teacher Education Program (LTEP) pursuing the French stream.**

7. **Course outline**  
(Weekly outline of lectures or include a draft of the course information sheet.)

<table>
<thead>
<tr>
<th>Proposed Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content - Topic</strong></td>
</tr>
<tr>
<td><strong>#1</strong></td>
</tr>
</tbody>
</table>
| ▪ **Course Introduction**  
| ▪ **Literacy Profile Exploration**  
- Self  
- Second-language learner | Heffernan, P. (2013). Faire bien communiquer la culture, c’est pourvoir vivre pleinement sa passion en immersion. Récupéré de [https://www.acpi.ca/communications/blogue/entry/ faire-bien-communiquer-la-culture](https://www.acpi.ca/communications/blogue/entry/faire-bien-communiquer-la-culture) | -Assign in-class Roy & ACPI Ch. 2 reading |
| ▪ **Language and Culture**  
- Exploring the Francophone arts  
- Plan pour vivre en français | | |
| **#2** | | |  
| ▪ **Language Acquisition within the Canadian French Immersion Models**  
- Interdisciplinary Approach | Roy, S. & ACPI. (2017). *L’immersion en français au Canada : Guide pratique d’enseignement* (3e éd.). (Ch. 2). | -In class sharing of Roy & ACPI Ch. 2 |
| ▪ **Examining the Saskatchewan French Language Curricula**  
<p>| <strong>#3</strong> | | |</p>
<table>
<thead>
<tr>
<th>#4</th>
<th>Assessment For/Of/As Learning Strategies &amp; Theories</th>
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<tbody>
<tr>
<td>- Diverse learning needs</td>
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<tr>
<td>- Language outcomes</td>
<td></td>
</tr>
<tr>
<td>- Literature-based instruction</td>
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<tr>
<td>- Appropriate resource selection</td>
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<tr>
<td>- First Nations &amp; Métis literature</td>
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<tr>
<td>- Culturally responsiveness teaching</td>
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</table>

<table>
<thead>
<tr>
<th>#5</th>
<th>French Immersion Pedagogy &amp; Practice</th>
</tr>
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<tbody>
<tr>
<td>- Input &amp; Output Hypothesis</td>
<td></td>
</tr>
<tr>
<td>- Interactionist Theory</td>
<td></td>
</tr>
<tr>
<td>- Innéisme</td>
<td></td>
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<tr>
<td>- L’approche Intégrée en Immersion : Proactive &amp; Réactive</td>
<td></td>
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<tr>
<td>- Balanced Literacy in the French Immersion Classroom</td>
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<table>
<thead>
<tr>
<th>#6</th>
<th>The Role of Oral Comprehension, Production and Interaction in the L2 Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Socio-cultural theories</td>
<td></td>
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<table>
<thead>
<tr>
<th>Reflection #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pourquoi la planification à rebours? Récupéré de <a href="https://www.acpi.ca/communications/blogue/entry/pourquoi-la-planification-a-rebours">https://www.acpi.ca/communications/blogue/entry/pourquoi-la-planification-a-rebours</a></td>
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<thead>
<tr>
<th>Explanation of Webbing Assignment</th>
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<table>
<thead>
<tr>
<th>UbD Design Check in.</th>
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<table>
<thead>
<tr>
<th>Reflection #3</th>
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</table>

<table>
<thead>
<tr>
<th>Exit Slip</th>
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</thead>
<tbody>
<tr>
<td>- Video clips from <a href="https://www.89">https://www.89</a></td>
</tr>
</tbody>
</table>
| #7 | **Reading Comprehension, Production & Interaction in the L2 Classroom**  
-Reading strategies  
-Role of the teacher  
-Reading continuum  
**Reading Assessment**  
**Lyster, Karsenti to assess oracy**  
| --- | --- | --- | --- |
| #8 | **Writing Comprehension, Production & Interaction in the L2 Classroom**  
-Writing strategies  
-Writing process & continuum  
-Role of the teacher  
**Writing Assessment**  
| #9 | **Webbing Assignment Presentation**  
**Family & Community Engagement in Language & Literacy Learning**  
-Indigenous storytelling  
-Webbing Assignment Presentation |
### #10 Engagement and Interaction in the French Immersion Classroom

- Technology
- Gradual release of responsibility
- Inquiry learning

#### Opportunity for a School Visit


- Language Activity due

### #11 Adaptations and Accommodations for Special Populations in French Immersion

- Factors influencing language learning
- Strategies for Success for at-risk learners


- Exit Slip Reflection #5

### #12 UBD sharing -reflection

- Overview of UBD
- Collaborative feedback process
- Challenges, successes in the planning process

| UBD assignment due |
| Sharing UBD in class |
| Providing feedback to peers |

### #13 Culminating Activity- Learning from each other

- Sharing Class Dojo song and film reviews

| Film and Song assignment due |
| Sharing songs and film reviews |

8. **Enrolment**
   8.1 Expected enrollment: **20**
   8.2 From which colleges? **College of Education**

9. **Student evaluation**
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

**Grading Scheme**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Slips</td>
<td>5 Exit Slips x 2 marks each</td>
<td>10%</td>
</tr>
<tr>
<td>Webbing of One Piece of Literature</td>
<td>Class #9</td>
<td>20%</td>
</tr>
<tr>
<td>Language Activity Teaching Portfolio</td>
<td>Class #10</td>
<td>25%</td>
</tr>
<tr>
<td>UBD sharing and submission</td>
<td>Class #12</td>
<td>30%</td>
</tr>
<tr>
<td>Use of Song &amp; Film in FLA</td>
<td>Class #13 on Dojo</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

9.1 How should this course be graded?

C – Completed Requirements

*Grade options for instructor: Completed Requirements, Fail, IP In Progress*

**N – Numeric/Percentage X**

*Grade options for instructor: grade of 0% to 100%, IP in Progress*

P – Pass/Fail

*Grade options for instructor: Pass, Fail, In Progress*

S – Special

*Grade options for instructor: NA – Grade Not Applicable* If other, please specify:  

9.2 Is the course exempt from the final examination? **Yes.**

10. **Required text**

Include a bibliography for the course.

**Required Textbook:**


*This text will also support the French Math, Science and Social Studies courses.

**Required Documents**

Conseil des ministres de l’Éducation, Canada (CMEC) (2010). *L’exploitation du cadre européen commun de référence pour les langues dans le contexte canadien*. Récupéré de

http://cmecc.ca/docs/CECR-contexte-canadien.pdf

CMEC. Déclaration du CMEC sur l’apprentissage par le jeu.


11. **Resources**
11.1 Proposed instructor: TBD
11.2 How does the department plan to handle the additional teaching or administrative workload? As part of current faculty Assignment to Duty (ATD) and/or with sessional instructors.
11.3 Are sufficient library or other research resources available for this course? No, additional library resources are required.
11.4 Are any additional resources required (library, audio-visual, technology, etc.)? Yes, library resources are required. There will be additional costs for library resources. The college has agreed to cost share these resources with the Education and Music Library.

12. **Tuition**
12.1 Will this course attract tuition charges? If so, how much? (use tuition category) Tuition Category 2
12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form” http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees
   No.
**Detailed Course Information**

1. **Schedule Types**

Please choose the Schedule Types that can be used for sections that fall under this course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>CL</td>
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<td>Seminar</td>
</tr>
<tr>
<td>IN1</td>
<td>Internship - Education</td>
<td>SSI</td>
<td>Supervised Self Instruction</td>
</tr>
<tr>
<td>IN2</td>
<td>Internship - CMPT &amp; EPIP</td>
<td>STU</td>
<td>Studio</td>
</tr>
<tr>
<td>IN3</td>
<td>Internship - General</td>
<td>SUP</td>
<td>Teacher Supervision</td>
</tr>
<tr>
<td>IND</td>
<td>Independent Studies</td>
<td>TEL</td>
<td>Televised Class</td>
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<tr>
<td>LAB</td>
<td>Laboratory</td>
<td>TUT</td>
<td>Tutorial</td>
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<tr>
<td>LC</td>
<td>Lecture/Clinical (Dent Only)</td>
<td>WEB</td>
<td>Web Based Class</td>
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<tr>
<td>LEC</td>
<td>Lecture</td>
<td>LEC</td>
<td>Lecture</td>
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<td>LL</td>
<td>Lecture/Laboratory (Dent Only)</td>
<td>XCH</td>
<td>Exchange Program</td>
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<td>MM</td>
<td>Multimode</td>
<td>XGN</td>
<td>Ghost Schedule Type Not Applicable</td>
</tr>
<tr>
<td>PCL</td>
<td>Pre-Clinical (Dent Only)</td>
<td>XNA</td>
<td>Schedule Type Not Applicable</td>
</tr>
<tr>
<td>PRA</td>
<td>Practicum</td>
<td>XNC</td>
<td>No Academic Credit</td>
</tr>
</tbody>
</table>

2. **Course Attributes**

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 **NOAC No Academic Credit**

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

3. **Registration Information (Note: multi-term courses cannot be automated as corequisites)**

3.1 Permission Required: No.

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

   **College of Education, Language Teacher Education Program**

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

   EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

   n/a
3.5 Corequisite(s): course(s) that must be taken at the same time as this course
n/a
3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional
information
n/a

4. List Equivalent Course(s) here:
An equivalent course can be used in place of the course for which this form is being completed, specifically
for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the
equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer
considered to be equivalent:

*Please note: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will
automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6
credit unit requirement and the student will not have to complete another 3 credit units toward the
overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit
units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer
considered to be mutually exclusive:

*Please note: SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:
1. Approval by Department Head or Dean
   1.1 College or School with academic authority: **College of Education**
   1.2 Department with academic authority: **Curriculum Studies**
   1.3 Term from which the course is effective: **Fall 2021 (202109)**

2. Information required for the Catalogue
   2.1 Label & Number of course: **ECUR 315**
   2.2 Academic credit units: **3**
   2.3 Course Long Title (maximum 100 characters): **Cree Mathematics in the Early Years**
   Course Short Title (maximum 30 characters): **Cree Mathematics Early Years**
   2.4 Total Hours: **39** Lecture X Seminar Lab Tutorial Other
   2.5 Weekly Hours: **3** Lecture X Seminar Lab Tutorial Other
   2.6 Term in which it will be offered: T1 T2 T1 or T2 X T1 and T2
   2.7 Prerequisites: **EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.**

   If there is a prerequisite waiver, who is responsible for signing it?
   D – Instructor/Dept Approval
   **H – Department Approval X**
   I – Instructor Approval

   2.8 Catalogue description (150 words or less):

   Situated in early childhood philosophy and pedagogy and an Indigenous worldview, helps prospective early years school teachers develop instructional techniques that reflect current knowledge of mathematics, learning theories such as constructivism, principles of early learning, and classroom practice. It includes the early years mathematics curriculum and useful resource materials including intelligent materials, loose parts, manipulatives, textbooks and other print material, computer software, videos, calculators, and children's literature. This course will focus on Indigenous mathematics and teaching concepts.

   2.9 Do you allow this course to be repeated for credit? **No.**

3. Please list rationale for introducing this course:
This course is a requirement for the Cree stream of the proposed Language Teacher Education Program (LTEP). It will fulfill one of the requirements for teacher certification within Saskatchewan.

4. Please list the learning objectives for this course:

Understand curriculum → Develop outcomes → Select/use instructional & assessment strategies → Differentiate/adapt → Access / select resources → Identity, language & culture

By the end of the course, you should be able to:

1. apply the principles of early learning through an Indigenous lens: children as competent learners, stimulating and dynamic environments, holistic development and learning, and strong positive relationships.
2. design instruction based on the Cree Immersion Mathematics curriculum outcomes that is play-based and language rich, and that reflects a child-centered approach to the creation of invitations, explorations, lessons, units, and the use of various instructional techniques.
3. create a Cree mathematics unit plan within a guided PLC (Professional Learning Community) environment while considering diverse learning needs and culturally responsive ways of knowing.
4. select and use appropriate instructional and assessment strategies to achieve learning and language outcomes in teaching mathematics to second language learners.
5. locate, create and implement appropriate Cree resources to be used in teaching mathematics in Cree.
6. reflect upon and represent how issues and topics presented in class impact teaching mathematics in Cree.
7. reinforce and extend your own linguistic and cultural identity in preparation for future teaching in Cree language settings.

As practicing professionals with experience and knowledge, you will explore each course outcome through an integrated demonstration of the Saskatchewan Teacher Education, Classification, and Certification (TECC) goals and competencies: professional, knowledge, instructional, and curricular.

5. Impact of this course

Are the programs of other departments or Colleges affected by this course? **No.**

If so, were these departments consulted? (Include correspondence) **n/a**

Were any other departments asked to review or comment on the proposal? **n/a**

6. Other courses or program affected (please list course titles as well as numbers)

6.1 Courses to be deleted? **None.**

6.2 Courses for which this course will be a prerequisite? **None.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes, students in the Language Teacher Education Program (LTEP) pursuing the Cree stream.**

7. Course outline

(Weekly outline of lectures or include a draft of the course information sheet.)
<table>
<thead>
<tr>
<th>#1</th>
<th>Content - Topic</th>
<th>Resources (Instructor Resources and Student Readings)</th>
<th>Learning Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Course Introduction</strong></td>
<td></td>
<td>Autobiography assignment explained</td>
</tr>
<tr>
<td></td>
<td>- Traditional Counting Systems</td>
<td></td>
<td>Math Teaching/Learning Task of the Day sign up</td>
</tr>
<tr>
<td></td>
<td>- Math defined</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Developing confidence in teaching and learning Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Math and language in FI classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Teaching/Learning Task of the Day assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Resource</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Calendar Activity Worksheets (Teacher Copy for Ages 5 to 8) Written in Syllabics and SRO-Cree Resource Unit LLRIB Education</td>
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<tr>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td><strong>Syllabics Star Chart</strong></td>
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</table>

<table>
<thead>
<tr>
<th>#2</th>
<th>Content - Topic</th>
<th>Resources (Instructor Resources and Student Readings)</th>
<th>Learning Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Overview of Curriculum or Program of Study K-12</strong></td>
<td></td>
<td>Math Teaching/Learning Task of the Day</td>
</tr>
<tr>
<td></td>
<td>- Learning Outcomes and Indicators</td>
<td></td>
<td>Explain Research Assignment</td>
</tr>
<tr>
<td></td>
<td>- Principles of Immersion, CCC, BAC, Aims &amp; Goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Strands &amp; Processes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Western and Northern Canadian Protocol (WNCP) Common Curriculum Framework</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Interdisciplinary Curricula K-2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Use of Math Journals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Resource</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sask Curriculum</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Syllabic Writing Practice Book (Ages 4-7) Cree Resource Unit LLRB Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Literature and Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://thecornerstoneforteachers.com/math-journals/">https://thecornerstoneforteachers.com/math-journals/</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#3</th>
<th>Content - Topic</th>
<th>Resources (Instructor Resources and Student Readings)</th>
<th>Learning Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Unit and Lesson Planning</strong></td>
<td></td>
<td>Math Teaching/Learning Task of the Day</td>
</tr>
<tr>
<td></td>
<td>- Stages in learning math</td>
<td></td>
<td>Explain PLC Unit Task- PLC and grade selection – Guided Session #1</td>
</tr>
<tr>
<td></td>
<td>- Tensions in teaching math through L2</td>
<td></td>
<td>Math Auto-biography due</td>
</tr>
<tr>
<td></td>
<td>- Leadership in Immersion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#4</th>
<th>Content - Topic</th>
<th>Resources (Instructor Resources and Student Readings)</th>
<th>Learning Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Creating a positive L2</td>
<td></td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Resource</td>
<td>Math</td>
</tr>
</tbody>
</table>
| LO 1, 3, 4, 5 | TECC 3.1, 3.2, 3.3, 4.1 | **Math learning environment**  
- Learning Styles  
- Use of manipulatives  
- Cooperative Learning  
- Creating routine and opportunity for reflection  
- Balancing Language and Content  
- Learning Centers in Math  
- Management, Organization  
- Literacy in Math  
- Types of Math Tasks | SK Curriculum – p. 19  
- The syllabics are also used as numeric symbols for counting  
- Using syllabics to promote numeracy  
- Creating Numeracy Activities  
- Math & Science in Syllabics | Teaching/Learning Task of the Day  
- Math Journal Checkpoint |
| --- | --- | --- | --- |
| #5 | LO 2, 4, 5, 6 | **Culturally Responsive Mathematics**  
- Land-based learning  
- Indigenous Perspective  
- Multiple Intelligences in Math Teaching  
- Working in a Math PLC – Session 2 for developing Guided PLC Math Unit | Instructor Resource  
- Multiple Intelligences in Math  
- Infusing Indigenous Perspectives and Indigenous Ways of Knowing into Mathematics  
- Dispelling Mult Intel theory  
- Nolan & Weston - Aboriginal Perspectives and/in Mathematics – retrieved from  
- The Learning Exchange – Ruth Betty – Culturally Responsive Math  
- Video: Real World Math  
- PLC work session 2 |
| #6 | LO 2, 3, 4 | **Tools to Gather Evidence of Math Learning – Assessment**  
- 8 Big Ideas in Assessment  
- Working in a Math PLC – Session 3 for developing  
- performance based tasks  
- question, conversation  
- interview  
- portfolio | Math Teaching/Learning Task of the Day  
- PLC Work |
| #7 | **Guided PLC Math Unit** | **The Role of Conversation & Language in the L2 Mathematics Classroom** | **Instructor Resource:**  
- PLC Unit Task Guided Session #2  
- Math Journal Checkpoint |
| #8 | **Instructional –Assessment Strategies** | **-Math & Technology – Technology in Immersion** | Math Teaching/Learning Task of the Day  
- View 8 videos on  
  PLC Work Session 4 |  
| #9 | **Instructional Strategies in Teaching Math** | **Student Resource**  
- SK Curriculum | Math Teaching/Learning Task of the Day |  
| #10 | **-Diversity in the Classroom**  
- Meeting the needs of diverse learners** | **Student Resource**  
- SK Curriculum | Math Teaching/Learning Task of the Day  
- Research Paper due |  
| 2.6, 2.7, 3.2, 3.3 | | | |  
| LO 1, 4, 6 | | | |  
| TECC 2.5, 3.3, 4.1 | | | |  
| | The Role of Conversation & Language in the L2 Mathematics Classroom | - Math language, fluency (language preparation in Immersion)  
- Vocabulary development  
- Role of Discussions in Math Class | |  
| | Instructional –Assessment Strategies | - Tools for learning Math: concrete, visual, digital-technology  
- Role of drill and practice  
- Working in a Math PLC – Session 4 for developing Guided PLC Math Unit | |  
| | Instructional Strategies in Teaching Math | - Integration of Subject Areas  
- Inquiry in Math  
- Problem solving  
- Cooperative learning  
- Use of games in Math | |  
| | -Diversity in the Classroom | -Adaptations and accommodations  
-Multi grade teaching in Cree  
- Common stumbling blocks  
- Parental Involvement  
- Role of Homework | |
### Resource Selection and Use
- Resources in the classroom
- Use of children’s literature
- Indigenous resources

Instructor Resource
- Burns (2010) As Easy as Pi: picture books are perfect for teaching math
  
- Deepening Knowledge: Resources for and about Aboriginal Education
  
  http://www.oise.utoronto.ca/deepeningknowledge/Teacher_Resources/Curriculum_Resources_(by_subjects)/Math/index.html

#### In class activity

**#12**

**Math Learning Center presentation**

for a group of students –at a school or on campus

Unit due, Presentation of one Learning Center

#### Culminating Activity – Math Journal submission with final reflection questions from term

- Student generated questions throughout the term

Math Journal Due

### Enrolment

8.1 Expected enrollment: 20

8.2 From which colleges? College of Education

### Student evaluation

Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

### Grading Scheme

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<tr>
<th>Assignment</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Math Autobiography</td>
<td>Class- Week #3</td>
<td>10%</td>
</tr>
<tr>
<td>Math Teaching/Learning Task of the Day</td>
<td>As per class schedule</td>
<td>20%</td>
</tr>
<tr>
<td>Math Unit Created as a PLC Presentation of a Learning Center &amp; Overview of Unit</td>
<td>Class-Week #12</td>
<td>35%</td>
</tr>
<tr>
<td>Research Commentary-Critique</td>
<td>Class-Week #10</td>
<td>15%</td>
</tr>
</tbody>
</table>
Math Journal - Reflection questions incorporating learnings from the course

<table>
<thead>
<tr>
<th>Class – Week #13</th>
<th>20%</th>
</tr>
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<tbody>
<tr>
<td>TOTAL</td>
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9.1 How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage X
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
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(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? Yes.

10. **Required text**
Include a bibliography for the course.


11. **Resources**
11.1 Proposed instructor: TBD
11.2 How does the department plan to handle the additional teaching or administrative workload? As part of current faculty Assignment to Duty (ATD) and/or with sessional instructors.
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12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form” http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees
   No.
Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

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<tr>
<td>IN1</td>
<td>Internship - Education</td>
<td>SSI</td>
<td>Supervised Self Instruction</td>
</tr>
<tr>
<td>IN2</td>
<td>Internship - CMPT &amp; EPIP</td>
<td>STU</td>
<td>Studio</td>
</tr>
<tr>
<td>IN3</td>
<td>Internship - General</td>
<td>SUP</td>
<td>Teacher Supervision</td>
</tr>
<tr>
<td>IND</td>
<td>Independent Studies</td>
<td>TEL</td>
<td>Televised Class</td>
</tr>
<tr>
<td>LAB</td>
<td>Laboratory</td>
<td>TUT</td>
<td>Tutorial</td>
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<tr>
<td>LC</td>
<td>Lecture/Clinical (Dent Only)</td>
<td>WEB</td>
<td>Web Based Class</td>
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<tr>
<td>MM</td>
<td>Multimode</td>
<td>XCH</td>
<td>Exchange Program</td>
</tr>
<tr>
<td>PCL</td>
<td>Pre-Clinical (Dent Only)</td>
<td>XGN</td>
<td>Ghost Schedule Type Not Applicable</td>
</tr>
<tr>
<td>PRA</td>
<td>Practicum</td>
<td>XNA</td>
<td>Schedule Type Not Applicable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>XNC</td>
<td>No Academic Credit</td>
</tr>
</tbody>
</table>

2. Course Attributes
Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit
0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?
- FNAR  Fine Arts
- HUM   Humanities
- SCIE  Science
- SOCS  Social Science
- ARNP  No Program Type (Arts and Science)

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required: No.
3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program
   College of Education, Language Teacher Education Program
3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
   EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.
3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
   n/a
3.5 Corequisite(s): course(s) that must be taken at the same time as this course
n/a

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information
n/a

4. List Equivalent Course(s) here:
An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

*Please note: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

*Please note: SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:
1. Approval by Department Head or Dean
   1.1 College or School with academic authority: **College of Education**
   1.2 Department with academic authority: **Curriculum Studies**
   1.3 Term from which the course is effective: **Fall 2021 (202109)**

2. Information required for the Catalogue
   2.1 Label & Number of course: **ECUR 319**
   2.2 Academic credit units: **3**
   2.3 Course Long Title (maximum 100 characters): **Methods in Teaching Early/Middle Years French Mathematics**
   Course Short Title (maximum 30 characters): **Methods in French Mathematics**
   2.4 Total Hours: **39** Lecture X Seminar Lab Tutorial Other
   2.5 Weekly Hours: **3** Lecture X Seminar Lab Tutorial Other
   2.6 Term in which it will be offered: T1 T2 T1 or T2 X T1 and T2
   2.7 Prerequisites: **EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.**

If there is a prerequisite waiver, who is responsible for signing it?
D – Instructor/Dept Approval
**H – Department Approval X**
I – Instructor Approval

2.8 Catalogue description (150 words or less):

Students will be introduced to pedagogy, approaches and experiences in teaching French Mathematics within the French Immersion setting based on the Kindergarten to Grade 8 Saskatchewan Mathematics Curricula. This teaching course will provide teacher candidates with opportunities to practice teaching strategies, develop their own pedagogical style, and participate in instructional and assessment strategies within a second-language context. Attention will be given to First Nations, Métis, and Inuit perspectives and ways of knowing, and culturally responsive practices. This course will be taught in French.

2.9 Do you allow this course to be repeated for credit? **No.**

3. Please list rationale for introducing this course:
This course is a requirement for the French stream of the proposed Language Teacher Education Program (LTEP). It will fulfill one of the requirements for teacher certification within Saskatchewan.

4. Please list the learning objectives for this course:

In this course, you will learn to:

1. explore pedagogical approaches for mathematics content appropriate to French Immersion Kindergarten to Grade 8. (TECC 1.4, 2.3, 2.7, 4.1)
2. use the French Saskatchewan Mathematics Curriculum and Saskatchewan Ministry of Education resource documents to guide lesson and unit planning. (TECC 1.1, 2.3, 2.6, 3.2, 3.3, 4.1, 4.2, 4.3)
3. identify and apply a variety of instructional and assessment strategies based on pedagogical and theoretical practices in teaching mathematics content to achieve learning and language outcomes. (TECC 2.5, 3.1, 3.2, 3.3, 4.1)
4. explore and demonstrate mathematical related concepts while considering the processes of communication, making connections, mental mathematics and estimation, problem solving, reasoning, and visualizing, along with the use of technology. (TECC 1.2, 2.3, 2.6, 4.1, 4.3)
5. evaluate and select appropriate French resources that promote, differentiation, family involvement, linguistic and cultural responsiveness, and represent Indigenous perspectives and ways of knowing. (TECC 1.3, 2.2, 2.3, 2.5, 4.2, 4.3)
6. reinforce and extend your own linguistic and cultural identity in preparation for future teaching in French language settings. (TECC 1.3, 2.5, 2.7, 4.3)


5. Impact of this course
   Are the programs of other departments or Colleges affected by this course? No.
   If so, were these departments consulted? (Include correspondence) n/a
   Were any other departments asked to review or comment on the proposal? n/a

6. Other courses or program affected (please list course titles as well as numbers)
   6.1 Courses to be deleted? None.
   6.2 Courses for which this course will be a prerequisite? None.
   6.3 Is this course to be required by your majors, or by majors in another program? Yes, students in the Language Teacher Education Program (LTEP) pursuing the French stream.

7. Course outline
   (Weekly outline of lectures or include a draft of the course information sheet.)
# Proposed Class Schedule

<table>
<thead>
<tr>
<th>#</th>
<th>Content - Topic</th>
<th>Resources</th>
<th>Learning Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-Math memories</td>
<td></td>
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<tr>
<td></td>
<td>-Math defined</td>
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<td></td>
<td>-Attitude toward Math</td>
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<tr>
<td></td>
<td><strong>Exploring Culture</strong></td>
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<td></td>
<td>-Mon plan pour vivre en français.</td>
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<tr>
<td></td>
<td>-Interdisciplinary Pedagogy</td>
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<td></td>
<td>-Early Years Essential Learnings</td>
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<tr>
<td></td>
<td><strong>Let’s Do Math: Patterning</strong></td>
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<tr>
<td></td>
<td>-‘Genre grammaticale’</td>
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<td><strong>Collaborative Teaching &amp; Learning</strong></td>
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<tr>
<td></td>
<td>-Cooperative Learning Rationale</td>
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<tr>
<td></td>
<td>-PLC Session #1 to develop a Guided Math Unit</td>
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<tr>
<td></td>
<td><strong>Let’s Do Math: Number Sense &amp; Operations</strong></td>
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<tr>
<td></td>
<td>-Organizing the environment</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>-Learning centers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| #5 | **Culturally Responsive Mathematics**  
- Land-based learning  
- Connections with curriculum  
- Guest speaker: Indigenous speaker on related topic  
- Math in Indigenous stories  
- **PLC Session #2 to develop a Guided Math Unit**  
- Exit Slip Reflection | Math Teaching/Learning Task of the Day  
(Small, V. Ch. 3)  
PLC work session 2 to develop Guided UBD |
| #6 | **Assessment For/Of/As Learning Strategies in Math**  
- Summative  
- Formative  
- Discussion through math journals & interaction  
- **Memory Retention & Math Learning**  
- **PLC Session #3 to develop a Guided Math Unit**  
- View videos on Apprendre- | Math Teaching/Learning Task of the Day  
(Small, V. Ch. 2)  
PLC Work Session 3 |
| #7 | **Evidence-based Recommendations in for Teaching & Learning Math**  
- Technology  
- Inquiry Learning  
- View videos on Apprendre- | Math Teaching/Learning Task of the Day  
(Small, V. Ch. 5) |
<table>
<thead>
<tr>
<th>#8</th>
<th>Interdisciplinary Teaching using the French Math curricula</th>
<th>PLC Work Session 4</th>
<th>Enseigneur-Innover website</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>- Writing Strategies- Frayer Model</td>
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<tr>
<td></td>
<td>-Learning through Art</td>
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<td></td>
<td>-Researching in Math</td>
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<td></td>
<td>-Use of games</td>
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<tr>
<td></td>
<td>• Let’s Do Math: Angles</td>
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<td></td>
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</tbody>
</table>

<table>
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<tr>
<th>#9</th>
<th>Meeting the needs of diverse learners in the L2 classroom</th>
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<tbody>
<tr>
<td></td>
<td>-Adaptations and accommodations</td>
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<td></td>
<td>-Renzulli Enrichment Triade</td>
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<td>-Multi grade teaching in FI</td>
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<td></td>
<td>-Common stumbling blocks</td>
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<tr>
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<td>• PLC Session #5 to develop a Guided Math Unit</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Let’s Do Math: Capacity, volume, and mass</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#10</th>
<th>Using Literature to Teach Math &amp; Deepen Knowledge</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-Interdisciplinary approach</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Resource Selection and use</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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0Learning%20Math%20Research%20Series%201.pdf (p. 28-33)


Enseigneur-Innover website


Math Teaching/Learning Task of the Day (Small, V. Ch. 4)


Math Teaching/Learning Task of the Day (Small, V. Ch. 4)

Renseignement Professionnel

Research Paper due

-Exit Slip Reflection

PLC work session 5

-Exit Slip Reflection

Math Teaching/Learning Task of the Day (Small, V. Ch. 4)
- Resources aligned with curricula
- Resources in the classroom
- Story Boards & Conceptual Graphs in Math
  - Let’s Do Math: Measurement
  - Let’s Do Math: Algebra

#11
- Leadership Role of the French Immersion Teacher within the School Community
- Engaging Families & Community in Math Teaching & Learning
- Let’s Do Math: Measurement


- Exit Slip Reflection
  - Math Teaching/Learning Task of the Day
  - (Small, V. Ch. 1)

#12
- Presentation of Learning Center & UbD Overview

Math Unit Created as a PLC
Presentation of a Learning Center & Overview of Unit

- Unit due,
- Presentation of one Learning Center

#13
- Presentation of Learning Center & UbD Overview continued
- End of Term Reflection due

8. Enrolment
   8.1 Expected enrollment: 20
   8.2 From which colleges? College of Education

9. Student evaluation
   Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

Grading Scheme

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematical Autobiography (15%) + End of Term Reflection (15%)</td>
<td>Autobiography -Class #3 End of Term Reflection – Class #13</td>
<td>30%</td>
</tr>
<tr>
<td>Math Teaching/Learning Task of the Day</td>
<td>As per class schedule</td>
<td>25%</td>
</tr>
<tr>
<td>Research Commentary-Critique</td>
<td>Class-Week #10</td>
<td>30%</td>
</tr>
<tr>
<td>Math Unit Created as a PLC</td>
<td>Class-Week #12 &amp; #13</td>
<td>15%</td>
</tr>
</tbody>
</table>
9.1 How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage X
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? Yes.

10. Required text
Include a bibliography for the course.

Required Textbooks


*This text will also support the French Language Arts, Social Studies, and Science courses.


Required Documents


11. **Resources**
   11.1 Proposed instructor: TBD
   11.2 How does the department plan to handle the additional teaching or administrative workload? As part of current faculty Assignment to Duty (ATD) and/or with sessional instructors.
   11.3 Are sufficient library or other research resources available for this course? No, additional library resources are required.
   11.4 Are any additional resources required (library, audio-visual, technology, etc.)? Yes, library resources are required. There will be additional costs for library resources. The college has agreed to cost share these resources with the Education and Music Library.

12. **Tuition**
   12.1 Will this course attract tuition charges? If so, how much? (use tuition category) Tuition Category 2
   12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form” http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees
   No.

---

**Detailed Course Information**

1. **Schedule Types**
   Please choose the Schedule Types that can be used for sections that fall under this course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CL</td>
<td>Clinical</td>
<td>PRB</td>
<td>Problem Session</td>
</tr>
<tr>
<td>COO</td>
<td>Coop Class</td>
<td>RDG</td>
<td>Reading Class</td>
</tr>
<tr>
<td>FLD</td>
<td>Field Trip</td>
<td>RES</td>
<td>Research</td>
</tr>
<tr>
<td>ICR</td>
<td>Internet Chat Relay</td>
<td>ROS</td>
<td>Roster (Dent Only)</td>
</tr>
</tbody>
</table>
2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes
the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required: No.

3.2 Restriction(s): course only open to students in a specific college, program/degree, major,
year in program

**College of Education, Language Teacher Education Program**

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and,
EPSE 202.3.

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the
same time as this course

n/a

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

n/a

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional
information

n/a

4. List Equivalent Course(s) here:

An equivalent course can be used in place of the course for which this form is being completed, specifically
for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the
equivalent courses.
4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

*Please note:* If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

*Please note:* SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:
1. Approval by Department Head or Dean
   1.1 College or School with academic authority: College of Education
   1.2 Department with academic authority: Curriculum Studies
   1.3 Term from which the course is effective: Fall 2021 (202109)

2. Information required for the Catalogue
   2.1 Label & Number of course: ECUR 321
   2.2 Academic credit units: 3
   2.3 Course Long Title (maximum 100 characters): Cree Science in the Early Years
       Course Short Title (maximum 30 characters): Cree Science Early Years
   2.4 Total Hours: 39 Lecture X Seminar Lab Tutorial Other
   2.5 Weekly Hours: 3 Lecture X Seminar Lab Tutorial Other
   2.6 Term in which it will be offered: T1 T2 T1 or T2 X T1 and T2
   2.7 Prerequisites: EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.

If there is a prerequisite waiver, who is responsible for signing it?
D – Instructor/Dept Approval
H – Department Approval X
I – Instructor Approval

2.8 Catalogue description (150 words or less):

   Students will be introduced to teaching science in Cree and to the Saskatchewan science curriculum for early years learners. Situated in early childhood philosophy and pedagogy and an Indigenous worldview, methods and resources needed to teach the curriculum and respectfully include additional Indigenous ways of knowing at this level will be demonstrated. Relevant contemporary issues related to science education will be explored. This course will be taught in Cree and will provide opportunity for reinforcing and extending teacher candidate’s Cree language proficiency.

2.9 Do you allow this course to be repeated for credit? No.

3. Please list rationale for introducing this course:
This course is a requirement for the Cree stream of the proposed Language Teacher Education Program (LTEP). It will fulfill one of the requirements for teacher certification within Saskatchewan.

4. Please list the learning objectives for this course:

*Understand curriculum → Develop outcomes → Select/use instructional & assessment strategies → Differentiate/adapt → Access / select resources → Identity, language & culture*

By the end of the course, you should be able to:

1. apply the principles of early learning through an Indigenous lens: children as competent learners, stimulating and dynamic environments, holistic development and learning, and strong positive relationships.
2. design and demonstrate play-based and inquiry activities and lesson plans using a variety of learning experiences including classroom-based and out of classroom.
3. design and share a unit plan based on the inquiry-based approach to science education using the (Cree) science curriculum.
4. select and use appropriate instructional and assessment strategies to achieve learning and language outcomes in teaching Cree Immersion science to second language learners.
5. locate, create and implement appropriate Cree resources to be used in teaching science in Cree while considering additional Indigenous ways of knowing and diverse learning needs.
6. reflect upon and share how issues and topics presented in class impact teaching science in Cree.
7. reinforce and extend your own linguistic and cultural identity in preparation for future teaching in Cree language settings.

As practicing professionals with experience and knowledge, you will explore each course outcome through an integrated demonstration of the Saskatchewan Teacher Education, Classification, and Certification (TECC) goals and competencies: professional, knowledge, instructional, and curricular.

5. Impact of this course

Are the programs of other departments or Colleges affected by this course? **No.**
If so, were these departments consulted? (Include correspondence) **n/a**
Were any other departments asked to review or comment on the proposal? **n/a**

6. Other courses or program affected (please list course titles as well as numbers)

6.1 Courses to be deleted? **None.**
6.2 Courses for which this course will be a prerequisite? **None.**
6.3 Is this course to be required by your majors, or by majors in another program? **Yes, students in the Language Teacher Education Program (LTEP) pursuing the Cree stream.**

7. Course outline

(Weekly outline of lectures or include a draft of the course information sheet.)
### Proposed Class Schedule

<table>
<thead>
<tr>
<th>#</th>
<th>Content - Topic</th>
<th>Resources (Student and Instructor Resources and Readings)</th>
<th>Learning Task</th>
</tr>
</thead>
</table>
| #1 | **Course Introduction**  
- What is Indigenous Science vs Western Science?  
- Reflections and Personal Science Background  
**Scientific Method**  
- Role of Scientific Method  
- Sign up for Active Learning Lesson Presentation  
**Lesson Planning**  
- incorporate CLA | Student Resource  
Aikenhead, Michell: Ch 1-2  
Science (TSEC) : FN Worldview/Western  
- Traditional gathering/food and plants  
- hunting  
- hide making  
- drums  
- sacred elements (Northern lights, plants, force)  
- animals  
- Protocol to observe  
  - Journal article that includes a description of Cree scientific inquiry - how the people learned about healing practices medicines from the land *Notokwe Opikiheet*--"Old Lady Raised": Aboriginal Women's Reflections on Ethics and Methodologies in Health  
[https://cws.journals.yorku.ca/index.php/cws/article/view/22106/20760](https://cws.journals.yorku.ca/index.php/cws/article/view/22106/20760) | Sign up for Active Learning Lesson presentation  
**Use of Scientific Method & Safety in Teaching Science** |
| #2 | **Understanding the Science Curriculum - Overview**  
- FNMI integration and perspective  
- Interdisciplinary  
**Bloom’s Taxonomy**  
- Encouraging Creative Thinking | Student Resource  
- SK Curriculum available online  
- Michell, H. (2017) Cree Way of Knowing and School Science. | For week #3, come to class with 5 topics from the SK curriculum that interest you to learn more about. |
| #3 | **Unit Plan Review**  
- Inquiry in Science  
- Inquiry characteristics & types  
- Rationale for Inquiry-based learning  
- Assessment of Inquiry Learning | Student Resource  
- SK Curriculum  
Stage 1: In class preparation of questions for Inquiry-based |
| #4 | -Role of Cree Language and Culture in Science  
- Inquiry Learning Continued  
- Stage 3 – Summarize and Synthesize  
- Stage 4 – Evaluate  
- Stage 5 – Make conclusions and present results | Student Resource  
|---|---|---|
| #5 | - Inquiry Learning Continued  
- Working on the Inquiry | Instructor Resource  
- ACPI – Blog post with reference list [https://www.acpi.ca/communications/blogu](https://www.acpi.ca/communications/blogu) | Active Learning Presentation |
| #6 | Technology in Science  
- Stages of the Creative Process  
- Creating online feedback surveys  
Field Trips  
- Role of  
- Virtual, In-person  
- Explain Upcoming Field Trip and Assignment  
- Infusing Cree Culture & Language | Student Resource  
**Motivating students to learn science**  
Web tour |
| --- | --- | --- | --- |
| #7 | Assessment For/Of/As Learning Strategies and Tools  
Co-constructing Assessment Tools  
- Differentiation in CL Classroom | Instructor Resource  
Understanding by Design (2005) – Wiggins and McTighe Ch. 1 and Ch. 12 (Available as ebook from the library with downloadable chapters)  
-  
Active Learning Presentation - Co-constructing a rubric in class  
**Key assessment tools in Teaching Science** | |
| #8 | Safety in the Classroom  
- Planning for and learning from Guest Speakers  
- Indigenous knowledge and western science | Instructor Resource  
- Learning Indigenous Science from Place (2008)  
https://aerc.usask.ca/downloads/Learning-Indigenous-Science-From-Place.pdf | Active Learning Presentation |
| #9 | Plan simulated Field Trip to the Forestry Farm or other location | Instructor Resource  
https://www.familydaysout.com/attractions-canada/the-forestry-farm-park-zoo | |
| #10 | Resource Selection and Use  
- Resources in the classroom (print, science equipment)  
- Resources outside the classroom  
- Field trips | Instructor Resources  
- Access to Science Texts in the schools such as  
Field trip resource  
http://www.campsilos.org/excursions/hc/fieldtrip.htm  
- Project Wild – | UBD check point  
**Indigenous ways of knowing in teaching science** |
- Land based learning
- Science Fair

#11  **Current events in Science**
- Agriculture in the Classroom
- SK Environmental Society
- Nutrien Kamskénow Science Outreach pgm
- Canadian Light Source

Student Resource
https://ici.radio-canada.ca/saskatchewan
Instructor Resource
- Ag in Classroom https://aitc.sk.ca/
- SK Environmental Society http://environmentalsociety.ca/
- Canadian Light Source www.lightsource.ca
- Nutrien Kamskénow Science & Math pgm https://artsandscience.usask.ca/scienceoutr each/kamskenowform/

- Field Trip Assignment due

#12  **Inquiry Project** - UBD sharing

UBD due

#13  **Culminating Activity**
Critical Reflection on Teaching Science

Topics provided throughout the term and in assignment list
- Student generated questions gathered throughout the term.

8. **Enrolment**
   8.1 Expected enrollment: **20**
   8.2 From which colleges? **College of Education**

9. **Student evaluation**
   Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

**Grading Scheme**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry-based Unit Plan</td>
<td>Class #12</td>
<td>35%</td>
</tr>
<tr>
<td>Field trip task</td>
<td>Class #11</td>
<td>20%</td>
</tr>
<tr>
<td>Active Learning Lesson Plan &amp; Presentation</td>
<td>Class #4,5,6,7,8</td>
<td>20%</td>
</tr>
<tr>
<td>Critical Reflection on Teaching Science in Cree</td>
<td>Class #13</td>
<td>25%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

9.1 How should this course be graded?
   C – Completed Requirements
   (Grade options for instructor: Completed Requirements, Fail, IP In Progress)
   N – Numeric/Percentage X
   (Grade options for instructor: grade of 0% to 100%, IP in Progress)
   P – Pass/Fail
   (Grade options for instructor: Pass, Fail, In Progress)
   S – Special
9.2 Is the course exempt from the final examination? Yes.

10. **Required text**

Include a bibliography for the course.


11. **Resources**

11.1 Proposed instructor: TBD

11.2 How does the department plan to handle the additional teaching or administrative workload? **As part of current faculty Assignment to Duty (ATD) and/or with sessional instructors.**

11.3 Are sufficient library or other research resources available for this course? **No, additional library resources are required.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **Yes, library resources are required. There will be additional costs for library resources. The college has agreed to cost share these resources with the Education and Music Library.**

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Tuition Category 2**

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form” [http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees](http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees) **No.**

---

**Detailed Course Information**

**1. Schedule Types**

Please choose the Schedule Types that can be used for sections that fall under this course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<th>Description</th>
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</thead>
<tbody>
<tr>
<td>CL</td>
<td>Clinical</td>
<td>PRB</td>
<td>Problem Session</td>
</tr>
<tr>
<td>Code</td>
<td>Description</td>
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<td>------</td>
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</tr>
<tr>
<td>COO</td>
<td>Coop Class</td>
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<tr>
<td>FLD</td>
<td>Field Trip</td>
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<tr>
<td>ICR</td>
<td>Internet Chat Relay</td>
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<tr>
<td>IHP</td>
<td>Internet Help</td>
<td></td>
<td></td>
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<tr>
<td>IN1</td>
<td>Internship - Education</td>
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</tr>
<tr>
<td>IN2</td>
<td>Internship - CMPT &amp; EPIP</td>
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<td></td>
</tr>
<tr>
<td>IN3</td>
<td>Internship - General</td>
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<tr>
<td>IND</td>
<td>Independent Studies</td>
<td></td>
<td></td>
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<tr>
<td>LAB</td>
<td>Laboratory</td>
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<tr>
<td>LC</td>
<td>Lecture/Clinical (Dent Only)</td>
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<tr>
<td>LEC</td>
<td>Lecture</td>
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<td>LL</td>
<td>Lecture/Laboratory (Dent Only)</td>
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<td>Multimode</td>
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<td>PCL</td>
<td>Pre-Clinical (Dent Only)</td>
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<td>RES</td>
<td>Research</td>
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<tr>
<td>ROS</td>
<td>Roster (Dent Only)</td>
<td></td>
<td></td>
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<tr>
<td>SEM</td>
<td>Seminar</td>
<td></td>
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<tr>
<td>SSI</td>
<td>Supervised Self Instruction</td>
<td></td>
<td></td>
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<td>STU</td>
<td>Studio</td>
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<td>SUP</td>
<td>Teacher Supervision</td>
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<td>TEL</td>
<td>Televised Class</td>
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<td>TUT</td>
<td>Tutorial</td>
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<td>WEB</td>
<td>Web Based Class</td>
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<td>XCH</td>
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<td>Ghost Schedule Type Not Applicable</td>
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<td>XHS</td>
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<td>XNA</td>
<td>Schedule Type Not Applicable</td>
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<tr>
<td>XNC</td>
<td>No Academic Credit</td>
<td></td>
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</table>

2. Course Attributes

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit
0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?
- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)

3.1 Permission Required: No.

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program
- College of Education, Language Teacher Education Program

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- n/a

3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- n/a

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information
- n/a
4. **List Equivalent Course(s) here:**
An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

   4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

*Please note:* If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. **List Mutually-Exclusive Course(s) here:**
Mutually exclusive courses have similar content such that students cannot receive credit for both.

   5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

*Please note:* SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. **Additional Notes:**
1. Approval by Department Head or Dean
   1.1 College or School with academic authority: College of Education
   1.2 Department with academic authority: Curriculum Studies
   1.3 Term from which the course is effective: Fall 2021 (202109)

2. Information required for the Catalogue
   2.1 Label & Number of course: ECUR 329
   2.2 Academic credit units: 3
   2.3 Course Long Title (maximum 100 characters): Methods in Teaching Early/Middle Years Science in French
       Course Short Title (maximum 30 characters): Methods in French Science
   2.4 Total Hours: 39 Lecture X Seminar Lab Tutorial Other
   2.5 Weekly Hours: 3 Lecture X Seminar Lab Tutorial Other
   2.6 Term in which it will be offered: T1 T2 T1 or T2 X T1 and T2
   2.7 Prerequisites: EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.

   If there is a prerequisite waiver, who is responsible for signing it?
   D – Instructor/Dept Approval
   H – Department Approval X
   I – Instructor Approval

2.8 Catalogue description (150 words or less):

   Students will be introduced to approaches and experiences in teaching French science based on the Kindergarten to Grade 8 Saskatchewan Science Curriculum. Teacher candidates will develop understanding of science, scientific literacy and language learning. There will be a focus on inquiry teaching and learning within the domains of Indigenous knowledge, life science, physical science, earth and space science. Relevant contemporary issues related to Science Education will be explored with attention given to place-based learning and community engagement. This course will be taught in French.

2.9 Do you allow this course to be repeated for credit? No.

3. Please list rationale for introducing this course:
This course is a requirement for the French stream of the proposed Language Teacher Education Program (LTEP). It will fulfill one of the requirements for teacher certification within Saskatchewan.

4. Please list the learning objectives for this course:

In this course, you will learn to:

1. examine and develop a deeper theoretical understanding of what science is and how to teach science in a French Immersion context. (TECC 1.4, 2.3, 2.5, 2.7)
2. use the Kindergarten to grade 8 French Saskatchewan Science Curriculum and Saskatchewan Ministry of Education resource documents to guide lesson and inquiry-based unit planning. (TECC 1.2, 1.4, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3)
3. explore and demonstrate science related concepts focusing on Life Science, Physical Science, and Earth and Space Science using a variety of in school and out of school learning experiences, including community and family engagement opportunities. (TECC 1.1, 1.2, 2.3, 2.6, 2.7, 4.1, 4.3)
4. identify and apply a variety of instructional and assessment strategies based on pedagogical and theoretical practices in teaching science content to achieve learning and language outcomes. (TECC 2.5, 2.6, 3.1, 3.2, 3.3, 4.1)
5. explore the nature of science in relation to Western and First Nations, Métis, and Inuit knowledge content and perspectives. (TECC 2.1, 2.2, 2.3, 4.2)
6. evaluate and select age and language appropriate science resources that promote differentiation, and linguistic and cultural responsiveness. (TECC 2.2, 2.3, 2.5, 3.3, 4.1, 4.2, 4.3)
7. reinforce and extend your own French linguistic and cultural identity in preparation for future teaching in French language settings. (TECC 1.3, 2.5, 2.7, 4.3)

As practicing professionals with experience and knowledge, you will explore each course outcome through an integrated demonstration of the Saskatchewan Teacher Education, Classification, and Certification (TECC) goals and competencies: professional, knowledge, instructional, and curricular. Retrieved from https://education.usask.ca/documents/fieldexperiences/PGP-COMPE%CC%81TENCES-POUR-LA-CERTIFICATION-DES-ENSEIGNANT-july2019-final.pdf

5. Impact of this course

   Are the programs of other departments or Colleges affected by this course? No.
   If so, were these departments consulted? (Include correspondence) n/a
   Were any other departments asked to review or comment on the proposal? n/a

6. Other courses or program affected (please list course titles as well as numbers)

   6.1 Courses to be deleted? None.
   6.2 Courses for which this course will be a prerequisite? None.
   6.3 Is this course to be required by your majors, or by majors in another program? Yes, students in the Language Teacher Education Program (LTEP) pursuing the French stream.

7. Course outline

   (Weekly outline of lectures or include a draft of the course information sheet.)
### Proposed Class Schedule

<table>
<thead>
<tr>
<th>#1</th>
<th>Content - Topic</th>
<th>Resources &amp; Readings</th>
<th>Learning Task</th>
</tr>
</thead>
</table>
|    | **Course Introduction** | - What is science?  
- Science misconceptions  
- Why scientific literacy?  
- Scientific literacy framework  
- Exploring Francophone Culture in the Science Classroom  
- Sign up for Active Learning Lesson presentation  
Video : Private Universe segment https://www.youtube.com/watch?v=TrXaQu_qGe0 |
| #2 | **French Science Curriculum Foundation & Components**  
- Biliteracy & Interdisciplinary pedagogy in the French Immersion context –  
- Linking French language and science outcomes  
**Pedagogy & Planning for Engagement**  
- Experiential Learning Theory  
- Strategies for planning  
| #3 | Inquiry Learning in Science  
- Inquiry Process Stages  
- Frayer Model  
- Critical & creative thinking with Bloom’s Taxonomy  
- Using the Inquiry Process to Develop UBD  
- Stage 1 – Questioning & Scaffolding  
Watt, J. & Colyer, J. (2016). *L'apprentissage commence par une question.* Ontario, Canada: Oxford University Press. (Ch. 1) | - UBD due week #12 |
| #4 | Using the Inquiry Process to Develop UBD Continued  
- Stage 3 – Summarize and synthesize  
- Stage 4 – Evaluate  
- Stage 5 – Make conclusions and present results  
- In-class Jigsaw activity using Inquiry articles |
| #5 | Science and Language Learning  
- Cross linguistic influence  
- Creating a language-rich environment  
- Learning through literature  
- Inquiry Learning Continued  
| #6 | **Experiential Learning in Science**  
- Kolb’s Experiential Learning Theory  
- Role of virtual & in-person field trips  
- Technology in the classroom  
| Earth & Space Active Learning Presentation  
- Explain upcoming Field Trip Assignment  
- Reading for Class #7 – Ch. 4 Roy & ACPI |
| --- | --- |
| #7 | **Assessment For/Of/As Learning Strategies and Theories in Science**  
- Diverse learning needs and second language learning  
- Co-constructing assessment  
- Reggio inspired documentation  
| Physical Science Active Learning Presentation  
- Co-constructing a rubric in class  
- UBD check point |
| #8 | **Indigenous Knowledge and Land-based Learning**  
| Indigenous Knowledge Active Learning Presentation |
| #9 | **Place-based Learning in the Community**  
- Field Trip to the Forestry Farm or other location | Camp Silos Website. (n.d.). From Native prairie to present, our agricultural heritage. *Why take fieldtrips?* Website retrieved from [http://www.campsilos.org/excursions/hc/fieldtrip.htm](http://www.campsilos.org/excursions/hc/fieldtrip.htm) | Assign reading from Roy & ACPI *L’immersion en français au Canada* (Ch. 13) |
| #10 | **Science in the Community to Support Learning**  
- Resources in the classroom  
- Parental engagement & involvement  
-In-school resource sharing | UBD check point  
-Ch. 13 Reading due |
| #11 | **Critical Thinking & Teaching in Science**  
- Current Events  
- Controversial Issues  
**Sharing our Knowledge**  
| #12 | Inquiry Project - UBD  
Celebration of Learning – Sharing | UBD due |  |
| #13 | **Culminating Activity**  
Critical Reflection on Teaching Science in French | Based on topics provided and gathered throughout the term | Critical Reflection due |
8. **Enrolment**
   8.1 Expected enrollment: **20**
   8.2 From which colleges? **College of Education**

9. **Student evaluation**
   Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

**Grading Scheme**

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</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>100%</strong></td>
</tr>
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</table>

9.1 How should this course be graded?
   - C – Completed Requirements
     *(Grade options for instructor: Completed Requirements, Fail, IP In Progress)*
   - N – Numeric/Percentage X
     *(Grade options for instructor: grade of 0% to 100%, IP in Progress)*
   - P – Pass/Fail
     *(Grade options for instructor: Pass, Fail, In Progress)*
   - S – Special
     *(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:*

9.2 Is the course exempt from the final examination? **Yes.**

10. **Required text**
    Include a bibliography for the course.

**Required Text**


*This text will also support the French, Math, and Social Studies courses.*

**Required Documents**

11. Resources
11.1 Proposed instructor: TBD
11.2 How does the department plan to handle the additional teaching or administrative workload? As part of current faculty Assignment to Duty (ATD) and/or with sessional instructors.
11.3 Are sufficient library or other research resources available for this course? No, additional library resources are required.
11.4 Are any additional resources required (library, audio-visual, technology, etc.)? Yes, library resources are required. There will be additional costs for library resources. The college has agreed to cost share these resources with the Education and Music Library.

12. Tuition
12.1 Will this course attract tuition charges? If so, how much? (use tuition category) Tuition Category 2
12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form” http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees
No.

Detailed Course Information

1. Schedule Types
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</table>
2. Course Attributes
Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit
0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?
FNAR Fine Arts
HUM Humanities
SCIE Science
SOCSC Social Science
ARNP No Program Type (Arts and Science)

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)
3.1 Permission Required: No.
3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program
College of Education, Language Teacher Education Program
3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.
3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
n/a
3.5 Corequisite(s): course(s) that must be taken at the same time as this course
n/a
3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information
n/a

4. List Equivalent Course(s) here:
An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4. If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

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- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

*Please note:* SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:
1. Approval by Department Head or Dean
   1.1 College or School with academic authority: **College of Education**
   1.2 Department with academic authority: **Curriculum Studies**
   1.3 Term from which the course is effective: **Fall 2021 (202109)**

2. Information required for the Catalogue
   2.1 Label & Number of course: **ECUR 384**
   2.2 Academic credit units: **3**
   2.3 Course Long Title (maximum 100 characters): **Cree Social Studies in the Early Years**
   Course Short Title (maximum 30 characters): **Cree Soc Studies Early Years**
   2.4 Total Hours: **39**
      Lecture X  Seminar  Lab  Tutorial  Other
   2.5 Weekly Hours: **3**
      Lecture X  Seminar  Lab  Tutorial  Other
   2.6 Term in which it will be offered: T1  T2  T1 or T2 X  T1 and T2
   2.7 Prerequisites: **EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.**

   If there is a prerequisite waiver, who is responsible for signing it?
   D – Instructor/Dept Approval
   **H – Department Approval**  X
   I – Instructor Approval

2.8 Catalogue description (150 words or less):

This course focuses on teaching Cree Social Studies in the early years. Situated in early childhood philosophy and pedagogy and an Indigenous worldview, it is an activity-oriented course which provides students with opportunities to participate in instructional methods and approaches for young children reflective of the principles of early learning. This course will be taught in Cree and will provide opportunity for reinforcing and extending teacher candidate’s Cree language proficiency. The cognitive benefits of incorporating music in language learning are integral to Cree culture, for nêhiyawak are a singing nation. nêhiyawak have been singing since the beginning of time and this is how the ceremonial lodges are able to pass on stories, prayers and history. There are songs for all occasions from lullabies to thanksgiving and celebration. Cree Songs help memorize the Creation Story, treaties, teach phonetics, create long sentences, stimulate the vocals and assist in getting comfortable with finding the “Cree Voice”. The worldview and connection to the universe is taught in this fashion.
2.9 Do you allow this course to be repeated for credit? **No.**

3. **Please list rationale for introducing this course:**

This course is a requirement for the Cree stream of the proposed Language Teacher Education Program (LTEP). It will fulfill one of the requirements for teacher certification within Saskatchewan.

4. **Please list the learning objectives for this course:**

*Understand curriculum → Develop outcomes → Select/use instructional & assessment strategies → Differentiate/adapt → Access / select resources → Identity, language & culture*

By the end of the course, you should be able to:

1. apply the principles of early learning through an Indigenous lens: children as competent learners, stimulating and dynamic environments, holistic development and learning, and strong positive relationships.
2. recognize and utilize the major themes in the Early Years Cree social studies curriculum to design and present lesson plans reflective of play-based and child-centered pedagogy.
3. design an interdisciplinary unit plan integrating Cree culture while considering diverse learning needs.
4. examine, analyze and synthesize the Treaty Education Outcomes & Indicators to plan learning experiences infused with First Nations, Métis, and Inuit content, knowledge, and perspectives.
5. implement a variety of instructional and assessment strategies in teaching social studies content to achieve learning and language outcomes.
6. access and select appropriate Cree resources that align with the outcomes and provide extended cultural learning.
7. reinforce and extend own linguistic and cultural identity in preparation for future teaching in Cree settings.
8. demonstrate familiarity with the importance of Song in Cree Culture.
9. demonstrate an understanding and how to implement traditional and contemporary song, ceremony and dance.

As practicing professionals with experience and knowledge, you will explore each course outcome through an integrated demonstration of the Saskatchewan Teacher Education, Classification, and Certification (TECC) goals and competencies: professional, knowledge, instructional, and curricular.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No.**

If so, were these departments consulted? (Include correspondence) **n/a**

Were any other departments asked to review or comment on the proposal? **n/a**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **None.**
6.2 Courses for which this course will be a prerequisite? **None.**
6.3 Is this course to be required by your majors, or by majors in another program? **Yes, students in the Language Teacher Education Program (LTEP) pursuing the Cree stream.**

7. **Course outline**  
(Weekly outline of lectures or include a draft of the course information sheet.)

**COURSE SCHEDULE**

**Week 1**
- Introduction to Cree Culture through song (Morning songs 1 & 2, Syllabics lullaby
- Key Issues in Language Revitalization and Music, Protocols, Pipe Teachings, Tipi Teachings
- Readings: Whidden Chapter (provided)

**Week 2**
- What is Contemporary nêhiyaw music? What does the Saskatchewan Curriculum say about music? Indigenous music?
- Birthday songs (1 & 2), Brian MacDonald, Jerry Saddleback, Leo McGilvery, Fawn Wood
- Readings: Whidden Chapter (provided); Deiter - Traditional Ceremonies

**Week 3**
- Learning traditional stick games, hiding games. Other Traditional Games
- How do you assess ceremony, music, dance in Social Studies?
- kâ-misikâcikê êkwa kâ-nîswâskwa (Joe N)
- Presentation: Song 1 and Song 2

**Week 4**
- It’s powwow time!
- Dance Teaching Methods (TPR, square dancing, jigging)
- YouTube, iTunes, ([http://www.sicc.sk.ca/overview-of-pow-wow-tradition.html](http://www.sicc.sk.ca/overview-of-pow-wow-tradition.html))
- Readings: Deiter – Chapter Celebrations of the 80’s

**Week 5**
- Native American Flute
- Richard Dubé, Owner, Northern Spirit Flutes
- Build your own flute, compose or learn a piece
- Readings: Bouchard

**Week 6**
- Guest Speakers (Teaching Treaties in the Classroom)
- Office of the Treaty Commissioner

**Week 7**
- Linguistic approaches and tools: vocabulary, grammar, technology, errors
- Variety of Instructional strategies
- learning centers etc.

**Week 8**
- âtayohkana (Teaching Stories)
Elder or Knowledge Keeper Presentation
The Role of Cree Culture, Language and Identity

Week 9
Understanding the Social Studies Curriculum
Learning outcomes and indicators

Week 10
Interdisciplinary Teaching in Social Studies
Cross-Curricular teaching in Cree, Unit and Lesson Planning

Week 11
Assessment For/Of/As Learning Strategies and Tools

Weeks 12 & 13
Resource Selection and Use

Use of Children’s Literature
Culturally Responsive Pedagogy

8. Enrolment
8.1 Expected enrollment: 20
8.2 From which colleges? College of Education

9. Student evaluation
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

Course Evaluation:
Cree Song Presentation (Traditional & Contemporary) 20%
âtayohkêwin (Sacred Teaching Story Presentation) 20%
Traditional Game/ Hand Games Presentation 20%
Cree Dance Presentation 20%
Native American Flute, Drum, Rattle Presentation 20%
Total 100%

9.1 How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage X
(Grade options for instructor: grade of 0% to 100%, IP in Progress)
P – Pass/Fail
(Grade options for instructor: Pass, Fail, In Progress)
S – Special
(Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? Yes.

10. Required text
Include a bibliography for the course.


Additional resources:


http://creeliteracy.org/songs-for-kids/

11. Resources
11.1 Proposed instructor: TBD
11.2 How does the department plan to handle the additional teaching or administrative workload? As part of current faculty Assignment to Duty (ATD) and/or with sessional instructors.
11.3 Are sufficient library or other research resources available for this course? No, additional library resources are required.
11.4 Are any additional resources required (library, audio-visual, technology, etc.)? Yes, library resources are required. There will be additional costs for library resources. The college has agreed to cost share these resources with the Education and Music Library.

12. Tuition
12.1 Will this course attract tuition charges? If so, how much? (use tuition category) Tuition Category 2
12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form” http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees
No.

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

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<tr>
<th>Code</th>
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<td>XNC</td>
<td>No Academic Credit</td>
</tr>
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</table>

2. **Course Attributes**

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 **NOAC No Academic Credit**

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)

3. **Registration Information (Note: multi-term courses cannot be automated as corequisites)**

3.1 Permission Required: **No.**

3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program

   - College of Education, Language Teacher Education Program

3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course

   - EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.

3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course

   - n/a

3.5 Corequisite(s): course(s) that must be taken at the same time as this course

   - n/a

3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

   - n/a

4. **List Equivalent Course(s) here:**
An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

*Please note: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

*Please note: SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:
1. Approval by Department Head or Dean
   1.1 College or School with academic authority: College of Education
   1.2 Department with academic authority: Curriculum Studies
   1.3 Term from which the course is effective: Fall 2021 (202109)

2. Information required for the Catalogue
   2.1 Label & Number of course: ECUR 385
   2.2 Academic credit units: 3

   2.3 Course Long Title (maximum 100 characters): Methods in Teaching Early/Middle Years French Social Studies
   Course Short Title (maximum 30 characters): Methods in French Soc Studies

   2.4 Total Hours: 39 Lecture X Seminar Lab Tutorial Other
   2.5 Weekly Hours: 3 Lecture X Seminar Lab Tutorial Other

   2.6 Term in which it will be offered: T1 T2 T1 or T2 X T1 and T2

   2.7 Prerequisites: EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.

   If there is a prerequisite waiver, who is responsible for signing it?
   D – Instructor/Dept Approval
   H – Department Approval X
   I – Instructor Approval

   2.8 Catalogue description (150 words or less):

   This course focuses on teaching French Social Studies in the Kindergarten to Grade 8 French Immersion settings. Teacher candidates will engage with pedagogy, linguistic, and cultural theory that support French as a second language student learning, as well as strengthen self-identity and responsible citizenship. This teaching course will provide teacher candidates with opportunities to practice teaching strategies, develop their own pedagogical style, and participate in instructional and assessment strategies within a second language context. Attention will be given to First Nations, Métis, and Inuit perspectives and ways of knowing, and culturally responsive practices. This course will be taught in French.

   2.9 Do you allow this course to be repeated for credit? No.

3. Please list rationale for introducing this course:
This course is a requirement for the French stream of the proposed Language Teacher Education Program (LTEP). It will fulfill one of the requirements for teacher certification within Saskatchewan.

4. **Please list the learning objectives for this course:**

In this course, you will learn to:

1. **establish a French learning community by exploring and experiencing social studies concepts in the place-based environments of the immersion classroom, school, home, and community.** (TECC 1.1, 1.2, 1.3, 1.4, 2.4, 2.7, 4.3)
2. **use the Kindergarten to grade 8 French Saskatchewan Social Studies Curriculum and Saskatchewan Ministry of Education resource documents to guide lesson and interdisciplinary unit planning.** (TECC 2.3, 3.2, 3.3, 4.1, 4.2, 4.3)
3. **examine, analyze, and synthesize the Treaty Education Outcomes & Indicators to plan learning experiences infused with First Nations, Métis, and Inuit content, knowledge, and perspectives.** (TECC 1.1, 1.2, 1.3, 2.1, 2.2, 2.7, 4.2)
4. **understand and apply differentiated student engagement strategies, historical and critical thinking concepts as well as culturally responsive pedagogy to curriculum implementation.** (TECC 1.3, 2.1, 2.2, 2.6, 4.1, 4.2)
5. **identify and apply a variety of instructional and assessment strategies based on pedagogical and theoretical practices in teaching social studies content to achieve learning and language outcomes.** (TECC 2.5, 3.1, 3.2, 3.3, 4.1)
6. **evaluate and select age and language appropriate French resources that align with curriculum outcomes and provides extended cultural learning as well as a deepened consideration of gender, sexual orientation, class, ability, ethnic and racial differences.** (TECC 1.3, 1.4, 2.6, 3.3, 4.3)
7. **reinforce and extend your own French linguistic and cultural identity in preparation for future teaching in French settings.** (TECC 1.3, 2.5, 2.7, 4.3)


5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No.**

If so, were these departments consulted? (Include correspondence) **n/a**

Were any other departments asked to review or comment on the proposal? **n/a**

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? **None.**

6.2 Courses for which this course will be a prerequisite? **None.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes, students in the Language Teacher Education Program (LTEP) pursuing the French stream.**

7. **Course outline**
<table>
<thead>
<tr>
<th>Week</th>
<th>Content - Topic</th>
<th>Resources and Readings</th>
<th>Learning Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
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<tr>
<td>- Canada 2067 – La science d’un avenir à succès. 8 façons simples de favoriser l’apprentissage par l’enquête. Récupéré de <a href="https://canada2067.ca/fr/articles/english-8-simple-ways-to-support-inquiry-based-learning/">https://canada2067.ca/fr/articles/english-8-simple-ways-to-support-inquiry-based-learning/</a></td>
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</tbody>
</table>

**#4**

- **Assessment For/Of/As Learning Strategies and Theories in Social Studies**
  - Diverse learning needs and second language learning
  - Language outcomes


  La Saskatchewan lit. Récupéré de [https://lasaskatchewanlit.wordpress.com/measure-et-evaluation/principes-de-levaluation/](https://lasaskatchewanlit.wordpress.com/measure-et-evaluation/principes-de-levaluation/)


**#5**

- **Understanding Treaty and FNMI Education in the Classroom**
  - Métis Content and Perspective


  Government of Saskatchewan Ministry of Education. (2013). *Étude sur les traités résultats d’apprentissage et indicateurs de réalisation*
| #6 | **Culturally Responsive & Anti-racist Teaching in Social Studies**  
- TRC Calls to Action  
- Reconciliation  
- Social justice  
- Explanation of “Using Literature to Teach Social Studies” Assignment  
- TopHat- Google Doc explained |
| #7 | **Active Citizenship in Social Studies**  
- Essential citizenship competencies  
- Digital citizenship  
Presentation  
-Journal response #2 due at the beginning of class |
| #8 | **Place-based Education** | Cook, J. (2016). How should we teach | - Strategies in |
|  | in Social Studies & the Environment  
- Thinking geographically  
- Environmental education & climate change  
- Field trip planning | students about climate change? Bulletin of the Atomic Scientists.  
- UBD check point  
- Strategies in Action Presentation  
  - Ch. 12 ACPI reading for next class |  
|  | - Multi-Cultural & Linguistic Theory in Social Studies  
- Multi-lingualism  
- Strategies in Action Presentation  
  - Ch. 12 ACPI reading prior to class  
  - Ch. 9 ACPI reading for next class  
|  | - Gender & Sexuality in Social Studies  
  - Ch. 12 ACPI reading for next class |  
|  | - Critical & Historical Thinking  
- Teaching and using the past tense  
Patrimoine Canada. Le projet de la pensée historique : Promouvoir la littératie critique | Ch. 12 ACPI reading prior to class  
Ch. 9 ACPI reading for next class |
### #12 Creating a Language – rich Social Studies Classroom
- Linguistic Approaches
- Instructional strategies

**• Learning from each other: Sharing Literature Assignments**


- Journal response #4 due at the beginning of class
- ACPI Ch. 9 reading
- Due: “Using Literature to Teach Social Studies”

### #13 Culminating Activity – Learning from each other
- UBD sharing
- Providing peer feedback
- Unit Plan due

### 8. Enrolment
- **Expected enrollment:** 20
- From which colleges? **College of Education**

### 9. Student evaluation
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

#### Grading Scheme

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Reflective Study Journal</td>
<td>Due at the beginning of class #3, #6, #9, #12</td>
<td>20% (5% each)</td>
</tr>
<tr>
<td>Social Studies Teaching Strategies in Action Research based</td>
<td>Ongoing – Sign up for topic during Class 2</td>
<td>30%</td>
</tr>
<tr>
<td>Using literature in Social Studies - Assignment</td>
<td>Class #12</td>
<td>15%</td>
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<tr>
<td>- Comment (2) on Top Hat or Google Docs</td>
<td>Class #13</td>
<td>5%</td>
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<tr>
<td>Interdisciplinary Unit Plan integrating French Canadian culture &amp; FNMI content &amp; knowledge (group of 2-3 with Presentation)</td>
<td>Class #13</td>
<td>30%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

9.1 How should this course be graded?
- C – Completed Requirements
- **N – Numeric/Percentage X**
- P – Pass/Fail
9.2 Is the course exempt from the final examination? **Yes.**

10. **Required text**
Include a bibliography for the course.

**Required Text:**


*This text will also support the French Language Arts, Math, and Science courses.*

**Required Documents**


11. **Resources**

11.1 Proposed instructor: **TBD**
11.2 How does the department plan to handle the additional teaching or administrative workload? As part of current faculty Assignment to Duty (ATD) and/or with sessional instructors.

11.3 Are sufficient library or other research resources available for this course? No, additional library resources are required.

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? Yes, library resources are required. There will be additional costs for library resources. The college has agreed to cost share these resources with the Education and Music Library.

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) Tuition Category 2

12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form”

**Detailed Course Information**

1. **Schedule Types**

Please choose the Schedule Types that can be used for sections that fall under this course:

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2. **Course Attributes**

Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit

0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.
2.2 For the College of Arts and Science only: To which program type does this course belong?
FNAR  Fine Arts
HUM  Humanities
SCIE  Science
SOCS  Social Science
ARNP  No Program Type (Arts and Science)

3. Registration Information (Note: multi-term courses cannot be automated as corequisites)
3.1  Permission Required: No.
3.2  Restriction(s): course only open to students in a specific college, program/degree, major, year in program
College of Education, Language Teacher Education Program
3.3  Prerequisite(s): course(s) that must be completed prior to the start of this course
EFDT 101.3; E CUR 163.3 or E CUR 164.3 or E CUR 165.3; EFDT 265.3 or E CUR 265.3; and,
EPSE 202.3.
3.4  Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
n/a
3.5  Corequisite(s): course(s) that must be taken at the same time as this course
n/a
3.6  Notes: recommended courses, repeat restrictions/content overlap, other additional information
n/a

4. List Equivalent Course(s) here:
An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.
4.1  If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

*Please note: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
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5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.
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*Please note: SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes:
1. Approval by Department Head or Dean
   1.1 College or School with academic authority: College of Education
   1.2 Department with academic authority: Curriculum Studies
   1.3 Term from which the course is effective: Fall 2021 (202109)

2. Information required for the Catalogue
   2.1 Label & Number of course: ECUR 412
   2.2 Academic credit units: 3
   2.3 Course Long Title (maximum 100 characters): Examining Place, Purpose, Program Design, and Proficiency Levels for Language Learners
       Course Short Title (maximum 30 characters): Lang Learn Place Purp Prog Dgn
   2.4 Total Hours: 39 Lecture X Seminar Lab Tutorial Other
   2.5 Weekly Hours: 3 Lecture X Seminar Lab Tutorial Other
   2.6 Term in which it will be offered: T1 T2 T1 or T2 X T1 and T2
   2.7 Prerequisites: EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.

   If there is a prerequisite waiver, who is responsible for signing it?
   D – Instructor/Dept Approval
   H – Department Approval X
   I – Instructor Approval

2.8 Catalogue description (150 words or less):

   This course examines the influences of place, purpose, program design, and proficiency levels on student success in a language education program. Students will take an introspective look at their own language journey and the role of place (including family, community, and environment) in creating an inherent identification with the language(s) of one’s childhood. An analysis of the various purposes for language learning and related proficiency levels will be discussed, followed by a review of current research on bilingualism, cultural identity, language retention, and language loss. An analysis of program design follows, targeting the relationship between language outcomes and expectations in specific delivery models. Finally, students will delve into instructional planning for language teaching that considers differential instruction, assessment, resource selection, and culturally responsive practices. The course concludes with an opportunity to plan a lesson for a selected delivery model, with attention to scaffolded language strategies for students at various levels of proficiency.
2.9 Do you allow this course to be repeated for credit? No.

3. **Please list rationale for introducing this course:**

This course is a requirement for the French stream of the proposed Language Teacher Education Program (LTEP). It will fulfill one of the requirements for teacher certification within Saskatchewan.

4. **Please list the learning objectives for this course:**

By the end of the course, you will be able to:

1. Describe the impact of place (including family, community, and environment) and purpose on one’s motivation to learn an additional language.
2. Examine current research on bilingualism, language retention, language loss, and cultural identity as factors that inform the design and delivery of language programs in K-12 education.
3. Compare the pedagogy of teaching language as a subject with the pedagogy of integrated language and content instruction.
4. Write language outcomes that respond to diverse proficiency levels in specific program models.
5. Develop a sound philosophy for monitoring language progress using a reference scale that describes what students know and can do in the target language.
6. Create an instructional plan that demonstrates an understanding of language scaffolding, differentiated instruction, and culturally responsive pedagogy.

As practicing professionals with experience and knowledge, you will explore each course outcome through an integrated demonstration of the Saskatchewan Teacher Education, Classification, and Certification (TECC) goals and competencies: professional, knowledge, instructional, and curricular.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? No.

If so, were these departments consulted? (Include correspondence) n/a

Were any other departments asked to review or comment on the proposal? n/a

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? None.

6.2 Courses for which this course will be a prerequisite? None.

6.3 Is this course to be required by your majors, or by majors in another program? Yes, students in the Language Teacher Education Program (LTEP).

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)
### Proposed Class Schedule

<table>
<thead>
<tr>
<th>Content - Topic</th>
<th>Resources</th>
<th>Learning Task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>#1</strong> Stories of Place: Family, Community, and Environmental Influences on Language(s)</td>
<td>INTRODUCTION: Linguistic and cultural diversity in Canada and Saskatchewan: Data to be presented.</td>
<td>Read assigned material.</td>
</tr>
<tr>
<td></td>
<td>French presence in Saskatchewan (2018).</td>
<td><strong>Assignment 1:</strong> Dual Language Project* – My Story of Place and Language</td>
</tr>
<tr>
<td></td>
<td>Aboriginal Languages in Canada. (2016).</td>
<td><em>(dual language story: target language + English)</em></td>
</tr>
<tr>
<td></td>
<td>Indigenous languages in Saskatchewan (2016).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literacy, Culture, and Identity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coelho, E. (2016). Dual Language project video clip</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="https://thelearningexchange.ca/videos/dual-language-projects/">https://thelearningexchange.ca/videos/dual-language-projects/</a> (15:29 min.)</td>
<td></td>
</tr>
<tr>
<td><strong>#2</strong> Examining Place and Purpose: Daily Needs, Social Interactions, Cultural Expression, or Academic Study?</td>
<td>TEXT Ch.1: Bilingualism: Definitions and Distinctions. pp.1-18</td>
<td>Read assigned material.</td>
</tr>
<tr>
<td></td>
<td>Education Research Centre. University of Saskatchewan.</td>
<td><strong>In-class Activity:</strong> Students will create a personal language proficiency</td>
</tr>
<tr>
<td></td>
<td>CASLT Selected Webinars: A Common Framework of Reference (CFR) and a Portfolio for Languages in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Canada. (Eng/Fr available)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with EAL Learners.</td>
<td></td>
</tr>
<tr>
<td><strong>#3</strong> Acquiring a Language and Learning a Language: Simultaneous or Sequential?</td>
<td>TEXT Chapter 4: Languages in Society. pp.60-85</td>
<td>Read assigned material.</td>
</tr>
<tr>
<td></td>
<td>In-class reading: Coelho Ch. 8: Understanding Second Language Acquisition pp. 153-182</td>
<td>Chapter Distribution (Kouritzin text) for Assignment 2</td>
</tr>
<tr>
<td>#</td>
<td>Assignment</td>
<td>Text</td>
</tr>
<tr>
<td>----</td>
<td>------------</td>
<td>------</td>
</tr>
<tr>
<td>#5</td>
<td>Language Retention, Language Loss and Cultural Identity</td>
<td>In-Class Chapter Presentations (Part 1)  • Part 1 - Chapter Narratives: Chinese, Cree, Finnish, Korean, Hungarian language loss in Canada  • Part 2 - Reflections on living between two cultures and the impact on family relationships, self-identity, and schooling Additional Choices: Michif (Iseke) Hutterian (Sterzuk &amp; Nelson) Ukrainian (Hudyma)</td>
</tr>
<tr>
<td>#7</td>
<td>Midterm Review Questions</td>
<td>In-class Midterm Review Questions (45 minutes)</td>
</tr>
<tr>
<td>#</td>
<td>Assignment Title</td>
<td>Description</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| #8  | Program Delivery Models: Outcomes, Proficiency Targets, Resources and Materials | **Program Design** – Examine Saskatchewan Curriculum Documents - Core, Intensive, Bilingual, Immersion, Indigenous, Community/heritage language programs  
  Himmel, J. (2013). Language Objectives: The Key to Effective Content Area Instruction for English Learners. | Read assigned material.  
  **In-class Map Activity:** Highlight all language programs on a map of Saskatchewan |
| #9  | School Observation                                   | School Observation and Conversation Assignment*: *may be bilingual: target language + English                                                                                                               | Out-of class Activity: Language School |
  Lac La Ronge Indian Band Curriculum Resource Unit. The Gift of Language & Culture. Indspire website.  
  Cantoni, G. (1999). Ch. 5: Using TPR-Storytelling to Develop Fluency and Literacy in Native American Languages. pp. 53-58  
  **Assignment 4 DUE: School Observation & Conversation* (20%)**  
  *dual language assignment |
Roessingh, H. (2016). Academic Language in K-12: What is it, how is it learned, and how can we measure it?  
Jang, E. (2014). Focus on Assessment  
Students choose one of the following:  
Ch. 3: Principles for Assessing Young Language Learners  
Ch. 4: Principles for Assessing Adolescent Language Learners | Read assigned materials.  
In-class Scaffolding Activity: Samples of EAL Learner Writing.  
Questions for Final Hand-In Exam to be distributed |
|---|---|---|
| #13 | Language Learning for Students with Special Needs or Challenges | TEXT Chapter 15: Support and Assessment of Special Needs and Exceptional Bilingual Students  
Guest Presenters: Special Education & EAL Specialists | Read assigned materials. |
| Final Hand-In Exam | One Assigned Question (10%) and One Instructional Plan* (20%)  
*may be completed in two languages: target language + English | Assignment 5 DUE: Final Hand-In Exam* (30%)  
*Dual language instructional plan |

8. **Enrolment**  
   8.1 Expected enrollment: **40**  
   8.2 From which colleges? **College of Education**

9. **Student evaluation**  
   Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)

**Grading Scheme**
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Language Project</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Chapter Presentations</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Review Questions</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>School Observation Assignment</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Hand-In Instructional Plan</td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

9.1 How should this course be graded?
   C – Completed Requirements
   (Grade options for instructor: Completed Requirements, Fail, IP In Progress)
   N – Numeric/Percentage X
   (Grade options for instructor: grade of 0% to 100%, IP in Progress)
   P – Pass/Fail
   (Grade options for instructor: Pass, Fail, In Progress)
   S – Special
   (Grade options for instructor: NA – Grade Not Applicable) If other, please specify:

9.2 Is the course exempt from the final examination? Yes.

10. **Required text**
    Include a bibliography for the course.

**Required Resources:**


**Additional Readings***

*This list includes a wide range of readings. For some course topics, students will be directed to the reading that applies to their particular language program.*


Canadian Association of Second Language Teachers (CASLT). Information Kit (Eng/Fr., with videos). [https://www.caslt.org/en/pedagogical-resources/professional-information/cefr](https://www.caslt.org/en/pedagogical-resources/professional-information/cefr)


11. **Resources**
   11.1 Proposed instructor: TBD
   11.2 How does the department plan to handle the additional teaching or administrative workload? As part of current faculty Assignment to Duty (ATD) and/or with sessional instructors.
   11.3 Are sufficient library or other research resources available for this course? Yes.
11.4 Are any additional resources required (library, audio-visual, technology, etc.)? No.

12. Tuition
12.1 Will this course attract tuition charges? If so, how much? (use tuition category) Tuition Category 2
12.2 Does this course require non-standard fees, such as materials or excursion fees? If so, please include an approved “Application for New Fee or Fee Change Form” http://www.usask.ca/sesd/info-for-instructors/program-course-preparation.php#course-fees
No.

Detailed Course Information

1. Schedule Types
Please choose the Schedule Types that can be used for sections that fall under this course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CL</td>
<td>Clinical</td>
<td>PRB</td>
<td>Problem Session</td>
</tr>
<tr>
<td>COO</td>
<td>Coop Class</td>
<td>RDG</td>
<td>Reading Class</td>
</tr>
<tr>
<td>FLD</td>
<td>Field Trip</td>
<td>RES</td>
<td>Research</td>
</tr>
<tr>
<td>ICR</td>
<td>Internet Chat Relay</td>
<td>ROS</td>
<td>Roster (Dent Only)</td>
</tr>
<tr>
<td>IHP</td>
<td>Internet Help</td>
<td>SEM</td>
<td>Seminar</td>
</tr>
<tr>
<td>IN1</td>
<td>Internship - Education</td>
<td>SSI</td>
<td>Supervised Self Instruction</td>
</tr>
<tr>
<td>IN2</td>
<td>Internship - CMPT &amp; EPIP</td>
<td>STU</td>
<td>Studio</td>
</tr>
<tr>
<td>IN3</td>
<td>Internship - General</td>
<td>SUP</td>
<td>Teacher Supervision</td>
</tr>
<tr>
<td>IND</td>
<td>Independent Studies</td>
<td>TEL</td>
<td>Televised Class</td>
</tr>
<tr>
<td>LAB</td>
<td>Laboratory</td>
<td>TUT</td>
<td>Tutorial</td>
</tr>
<tr>
<td>LC</td>
<td>Lecture/Clinical (Dent Only)</td>
<td>WEB</td>
<td>Web Based Class</td>
</tr>
<tr>
<td>LEC</td>
<td>Lecture</td>
<td>XCH</td>
<td>Exchange Program</td>
</tr>
<tr>
<td>LL</td>
<td>Lecture/Laboratory (Dent Only)</td>
<td>XGN</td>
<td>Ghost Schedule Type Not Applicable</td>
</tr>
<tr>
<td>MM</td>
<td>Multimode</td>
<td>XHS</td>
<td>High School Class</td>
</tr>
<tr>
<td>PCL</td>
<td>Pre-Clinical (Dent Only)</td>
<td>XNA</td>
<td>Schedule Type Not Applicable</td>
</tr>
<tr>
<td>PRA</td>
<td>Practicum</td>
<td>XNC</td>
<td>No Academic Credit</td>
</tr>
</tbody>
</table>

2. Course Attributes
Please highlight the attributes that should be attached to the course (they will apply to all sections):

2.1 NOAC No Academic Credit
0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). NOAC causes the system to roll 0 academic credit units to academic history.

2.2 For the College of Arts and Science only: To which program type does this course belong?

- FNAR Fine Arts
- HUM Humanities
- SCIE Science
- SOCS Social Science
- ARNP No Program Type (Arts and Science)
3. Registration Information (Note: multi-term courses cannot be automated as corequisites)
   3.1 Permission Required: No.
   3.2 Restriction(s): course only open to students in a specific college, program/degree, major, year in program
   College of Education, Language Teacher Education Program
   3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
   EFDT 101.3; ECUR 163.3 or ECUR 164.3 or ECUR 165.3; EFDT 265.3 or ECUR 265.3; and, EPSE 202.3.
   3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
   n/a
   3.5 Corequisite(s): course(s) that must be taken at the same time as this course
   n/a
   3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information
   n/a

4. List Equivalent Course(s) here:
An equivalent course can be used in place of the course for which this form is being completed, specifically for the purposes of prerequisite and degree audit checking. Credit will be given for only one of the equivalent courses.

4.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be equivalent:

*Please note: If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated:

- If a 3 credit unit course is considered to be equivalent to a 6 credit unit course, it will fulfill the 6 credit unit requirement and the student will not have to complete another 3 credit units toward the overall number of required credit units for the program.
- If a 6 credit unit course is considered to be equivalent to a 3 credit unit course, ALL 6 of the credit units may be used to fulfill the 3 credit unit requirement.

5. List Mutually-Exclusive Course(s) here:
Mutually exclusive courses have similar content such that students cannot receive credit for both.

5.1 If this is a recently-repurposed course number, please list the courses that are no longer considered to be mutually exclusive:

*Please note: SiRIUS cannot enforce a situation where the exclusion goes only one way.

6. Additional Notes: