

Faculty of Liberal Arts and Professional Studies

Proposal for the Creation of an Honours Minor Program in Japanese Studies in the Department of Languages, Literatures and Linguistics (DLLL)

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Context of Proposal

a. Statement of purpose:

Creation of an Honours Minor degree program in Japanese Studies. The program is expected to commence in the F/W 2013-2014 academic year.

The Japanese language curriculum at York University has been steadily growing since its inception in the 1960's, a time when Japan emerged as one of the major economic powers in the world. The twenty-first century is called "the century of Asia." Having a good command of an Asian language is an enormous asset for professional opportunities. The Japanese Section at York University has been offering Japanese language curriculum up to the fourth year level, designed to provide students in various fields with a working knowledge of the language and useful information concerning Japanese people, society and culture. Learning Japanese with reference to cross-cultural communication is emphasized so that students will be able to adapt to a foreign environment without much difficulty. The communicative approach has been adopted to help students to become creative, autonomous and sensitive language learners. Students learn how to make maximal use of their knowledge at their own levels, including non-verbal communication skills.

The Japanese language curriculum at York University is the only one in Canada fully web-based and offers an open-learning environment for anyone who is interested in learning Japanese. Textbooks were replaced by web-based instructional materials specifically developed for York students. A modular approach has been adopted to enhance synergistic effects in language learning and teaching. Online interactive materials help students to learn on their own even during vacation periods. The Japanese language curriculum at York University is ranked at the top level in Canada, based on the excellent teaching instruction and the outstanding achievement by students in the regional and national speech contests.

Since the 90's the request for setting up a degree program in Japanese Studies has been growing larger as the enrollment grew. While students could major or minor in the East Asian Studies program, of which the Japanese Section is a participating member, many students expressed their wishes to focus their study on Japan and the Japanese language, being inspired by Japanese popular culture and attracted to work and study opportunities in Japan. A degree program in Japanese Studies was envisaged and several non-language courses such as Introduction to Japanese Culture and society, Classical Japanese, Teaching of Japanese as a Foreign Language and Translation: E-J and J-E, were developed to augment the language curriculum. As the enrollment grew, more faculty members were hired and promoted partially funded with external funding such as the Tanka Fund. All the language courses have been modified as web-based courses with self-study instructional material and online testing to maximize communicative activities in class and save time for faculty members. The results of the questionnaire undertaken by the Japanese Section in 2011 indicated 172 students would minor in Japanese Studies (plus 65 major), if a degree program should become available. The faculty of the Japanese Section consists of two tenured members, one in tenure-stream, one CLA and one part-time instructor. A few new courses have been added to increase the choice of courses. The student enrollment of the academic year of 2012-13 was approximately 450, including a large number of high quality students at each level, many of whom stated that they decided to come to York University based on the reputation of the Japanese curriculum. With the pioneering initiative in deploying technology in teaching and testing, the Section is confident in developing a quality honours minor degree program for very enthusiastic students in the Japanese courses. Such a program will give students with various major fields opportunities to enhance their potential, academic interest, professional and career development.

Rationale

- The strength of the Japanese language curriculum and instruction has been tested, proven and widely recognized in Canada.
- The increase of students who are interested in a degree program in Japanese Studies.
- The field of Japanese Studies can stand on its own because of the richness, breadth and depth of Japanese culture and experience.
- Combining Japanese Studies with other disciplines would enhance students' competitiveness in the world job market.
- While most Japanese Studies Programs in the world appear to maintain the status quo or on the decline, York's Japanese curriculum has been growing and developing.
- It has been proposed by the Faculty that an honours minor degree option be established first and pursue academic requirements for an honours major degree program concurrently.
- Offering an honours minor degree program will not require much extra financial support since the courses currently offered fulfill the minimum requirements for degree-granting status, with a few new courses added.

- A degree program with concentration on a language will enhance and complement the East Asian Studies Program at York.
- A degree program in Japanese Studies may attract students not only within Ontario but also from other regions.
- The Japanese Section has received very strong support from the Japan Foundation, and the Japanese business community in Toronto.
- The Japanese Section has spearheaded development of a web-based open-learning environment and distance education courses for a wider audience.
- The faculty members of the Japanese Section have been actively involved in the Japan Studies Association of Canada (JSAC), through which strong contacts have been made with researchers in Japanese Studies in other Canadian institutions. The first international conference in Japan Studies was organized and held at York University in 2007. The current coordinator of the Section is the secretary-treasurer of JSAC and has been hosting its web site on his server.
- The Japanese Section has reached out internationally to the Faculty of Foreign Languages in the University of Havana, to assist their faculty in developing a degree program in Japanese Studies (commenced in February, 2011).
- Through hosting the Japanese Language Proficiency Test, National Japanese Speech Contests, and other Japan-related events, the Japanese Program at York University has become one of the centers of the Japanese language and Japanese Studies.
- With conversion and a grant (Tanaka Fund) through AUCC, the Japanese Section has successfully promoted two part-time instructors to tenure-track appointee and CLA in 2010. The Section has four full-time faculty members currently.
- As this is the first attempt in setting up a degree program in Japanese Studies at York, the Japanese Section has been trying to make sure that there exists a large enough demand for such degree programs among students. The major stumbling block, in the past, was low enrollments in the 4000-level courses. There are two reasons for this: many students participate in the exchange programs after they finish AP/JP 3000 6.00; most students cannot take more elective courses after AP/JP 2000 6.00 or AP/JP 3000 6.00. Many students interviewed both recently, and in the past, stated that they would have taken more 4000-level courses if a degree program would have been made available. The results of the 2011 questionnaire as stated above, was very encouraging - 172 minor, (and 65 major).

The Japanese Section's other achievements are highlighted as follows.

- **Distance education**
The Japanese Section in DLLL has been the leader in developing distance-education courses using video-conferencing and video-streaming. Students at Glendon College, St. Mary's University in Halifax and Mt. Allison University in Sackville, N.B. have benefited from this outreach program.

The current coordinator of the Section at York University received a grant from the Japan Foundation in 2010 to develop an online four-month Teaching of Japanese as a Foreign Language (TJFL) seminar for certified high school teachers across Canada. This project reached out to those who did not have opportunities to improve their teaching skills and help them to learn new ideas and disseminate York's teaching model and strategy in order to revamp high school language-teaching instruction. The participants resided in Alberta, Manitoba, Ontario, Ottawa and Quebec.

- **Technical cooperation across the border**

The Japanese Section has spearheaded international cooperation as well, in assisting the Japanese Program at the Faculty of Foreign Languages at the University of Havana in Cuba. This initiative has been in place since 2004 and offers seminars for the faculty to improve their teaching strategies in a variety of fields, including Teaching of Japanese as a Foreign Language (TJFL), Japanese linguistics, Japanese history and culture, translation and interpretation and classical Japanese. The Cuban faculty and students have been using the instructional materials developed at York University and they are currently developing Spanish versions for Spanish-speaking learners of Japanese. Every year, one of the participants of this seminar is invited to York University for four weeks as a part of a teaching practicum. As all the faculty members teach two languages at the Faculty of Foreign Languages in the University of Havana, they have been applying the teaching methods learned in this seminar to teaching other languages as well. This outreach project indirectly helps foreign-language education in Cuba.¹

The current coordinator of the Section has a strong tie with University of Tampere, Finland, one of York's affiliates. The direct contact was made at the Power & Difference International Conference, held at University of Tampere in August, 2012, with the faculty member who used to be in charge of the Japanese language and culture courses. As there is no such course offered at the university, the possibility of offering Japanese language courses online for their students by York was discussed and this is likely to be one of the new projects for the Section.

- **External funding**

Funding from the Japan Foundation in the past has allowed the Section to develop courses in Japanese Studies, in anticipation of setting up a degree program. Having won in the competition for the Tanaka Fund through AUCC, a new full-time faculty member was hired in 2003 to teach some of these new courses – AP/JP 2700 6.00 Contemporary Japanese Culture and Society; AP/JP 4120 6.00 Translation: Japanese-English; English-Japanese. In 2010-11, one of the part-time instructors was promoted to a tenure-track position through conversion, and the other into a

¹ In February, 2013, the current coordinator was awarded a special position of Invited Professor by the Board of Directors, the University of Havana, for his volunteer work.

CLA position partially funded by the Tanaka Fund through AUCC. York has won in the Tanaka Fund competition every year in the past three years.²

There is a strong chance that the Section might win a special invitation-only grant to support a non-language position in Japanese Studies from the Japan Foundation.³

- **Students' achievements in speech contests**

As stated above, York students' achievements in both the regional and national Japanese speech contests have been outstanding. York students won at least 70% of the top prizes including the grand prizes in the past 30 Ontario Japanese speech contests, and approximately 40% of the top prizes in the 23 National Japanese speech contests. No other institution has achieved this kind of excellence.⁴

- **Exchange programs**

The Section has been promoting, and has been actively involved in, students' exchange programs with six partner institutions in Japan – Meiji University for over twenty years, Dokkyo University for over ten years, Keio University and Waseda University for many years, and Nagoya University for several years, through which students study in Japan for one year. Recently Hitotsubashi University was added to this list, making a sixth partner.

- **The Japanese Language Proficiency Test**

The Section has been hosting the Japanese Language Proficiency Test successfully on behalf of the Japan Foundation since 1997 for the Eastern region of Canada and hit a new record — 523 applicants in 2009. Many York students write the test every year, and most of them pass it. Unfortunately, the number of the participants in 2012 has gone down to 376 due to several causes including the 3-11 disaster.⁵

- **The Japan Exchange and Teaching (JET) Program**

Every year, many York students are accepted into the Japan Exchange and Teaching (JET) Program, which gives them great opportunities for learning about Japanese culture and society by living and teaching in Japan up to three years. The Section has been supporting this Program very strongly and is involved in the selection procedure.

- **Business connection**

² The Section won the Tanaka Fund three times in the past. The average amount of the fund was \$45,000 per annum for three years for each competition.

³ The Japan Foundation, Toronto, has been very supportive of the honours minor degree program and has suggested that the Section should seek this grant to enhance the program. The necessary information has been currently prepared for application.

⁴ Y-File: <<http://www.yorku.ca/yfile/archive/index.asp?Article=6269>>

⁵ JLPT: <<http://buna.yorku.ca/jlpt/>>

The Section made a request to Mitsui & Co. (Canada) Ltd. that a summer internship program be sponsored in 2008. Mitsui responded to our request promptly and set up a program in the summer of the same year. York students, from the Schulich School of Business School in particular, have benefited greatly from this program in the past three years by receiving on-the-job training opportunities for three months during the summer in Toronto. Mitsui has also agreed to sponsor a co-op program for our students for two years as a pilot project, in which participants will work full-time with pay for six months to one year. The co-op program will be incorporated into the proposed degree program, so that upon successful completion they will receive credits as well.

The “Summer in Japan” program has been in preparation, in order to offer a fast track course to master the Japanese language in a shorter period of time by filling the gap currently existing between different levels. It will enhance students’ language competence further and strengthen the degree programs as well. This program has received support from the Japan Foundation, Meiji University and Dokkyo University.

- **Research**

The faculty members of the Section are very active in research in fields such as Japan Studies, Second Language Acquisition, Cultural Studies, Linguistics and TEL and language learning and teaching. The current coordinator is the secretary-treasurer of the Japan Studies Association of Canada (JSAC) and frequently organizes panels and presents papers at international conferences and other members present papers at regional and international conferences on a regular basis. The coordinator of the Section successfully hosted the first international conference on Japan Studies at York University in 2007, financially supported by the Japan Foundation and Mitsui & Co. (Canada) Ltd.⁶

- **Support for and cooperation with students’ communities**

The Section in cooperation with the Japanese International Students Association (JISA) offers an academic week every year in order to provide students who are studying Japanese with more academic content and atmosphere. During this week most faculty members presents papers on various topics and some speakers are invited from outside as well.

b. University Undergraduate Degree Level Expectations (UUDLEs):⁷

⁶ The organizer received \$18,000 from the Japan Foundation and \$20,000 from Mitsui & Co. (Canada) Ltd.

Y-File: < <http://www.yorku.ca/yfile/archive/ViewIssue.asp?IssueDate=8/10/2007>>

Y-File: < <http://www.yorku.ca/yfile/archive/ViewIssue.asp?IssueDate=8/23/2007>>

⁷ Faculty of Arts: Contextualised Graduate Attributes (University of Sydney)

<<http://www.itl.usyd.edu.au/GraduateAttributes/facultyGA.cfm?faculty=Arts>>

Upon completion of the program students are expected to have achieved the following.

1) Depth and breadth of knowledge

Communicative competence and performance in advanced Japanese	AP/JP3000 6.0 Intermediate Modern Standard Japanese
Advanced reading comprehension and writing skills	AP/JP4000 6.0 Advanced Reading in Modern Standard Japanese
Advanced knowledge of the structure and use of the Japanese language	AP/JP3100 3.0 Japanese Linguistics I: The Structure of Modern Japanese Language AP/JP3200 3.0 Japanese Linguistics II: Language change and usage
Cross-cultural understanding of the language and culture of Japan	AP/JP2700 6.0 Contemporary Japanese Culture and Society AP/JP3751 3.0 Japanese Business Culture and Communication AP/JP3070 3.0 Japanese Language in the Media
General understanding of cross-cultural communication	AP/JP1000 6.0 Elementary Modern Standard Japanese AP/JP2000 6.0 Intermediate Modern Standard Japanese
Reading knowledge of classical Japanese	AP/JP4010 6.0 Classical Japanese
Pedagogy for teaching Japanese	AP/JP4100 6.0 Teaching of Japanese as a Foreign/Second Language
Skills in translation and interpretation between English and Japanese	AP/JP4120 6.0 Translation: Japanese - English; English - Japanese

2) Knowledge of methodologies

Internalization of the ‘modular-communicative-empathic’ approach to language learning	AP/JP1000 6.0 Elementary Modern Standard Japanese AP/JP2000 6.0 Intermediate Modern Standard Japanese
How to use technology enhanced learning (TEL)	AP/JP1000 6.0 Elementary Modern Standard Japanese AP/JP2000 6.0 Intermediate Modern Standard Japanese AP/JP3000 6.0 Intermediate Modern Standard Japanese
Familiarity with open learning environment (OLE)	AP/JP1000 6.0 Elementary Modern Standard Japanese AP/JP2000 6.0 Intermediate Modern Standard Japanese
Pedagogy of distance learning	AP/JP3000 6.0 Intermediate Modern Standard Japanese AP/JP4100 6.0 Teaching of Japanese as a

	Foreign/Second Language
Linguistic analysis and its application	AP/JP3100 3.0 Japanese Linguistics I: The Structure of Modern Japanese Language AP/JP3200 3.0 Japanese Linguistics II: Language change and usage
Methodology of cross-cultural communication and analysis	AP/JP2700 6.0 Contemporary Japanese Culture and Society AP/JP3751 3.0 Japanese Business Culture and Communication AP/JP3070 3.0 Japanese Language in the Media
Pedagogy for Teaching of Japanese as a Foreign Language (TJFL)	AP/JP4100 6.0 Teaching of Japanese as a Foreign/Second Language
Theories on translation and interpretation	AP/JP4120 6.0 Translation: Japanese - English; English - Japanese

3) Application of knowledge

Cultural understanding in cross-cultural environment	AP/JP1000 6.0 Elementary Modern Standard Japanese AP/JP2000 6.0 Intermediate Modern Standard Japanese AP/JP2700 6.0 Contemporary Japanese Culture and Society
Language use and knowledge of culture for business settings	AP/JP3751 3.0 Japanese Business Culture and Communication
Language teaching and learning	AP/JP4100 6.0 Teaching of Japanese as a Foreign/Second Language
Translation and interpretation	AP/JP4120 6.0 Translation: Japanese - English; English - Japanese
Internship and co-op programs	AP/JP 3120. 3.00 Internship & Co-op Program
Speech contests and proficiency test	AP/JP1000 6.0 Elementary Modern Standard Japanese AP/JP2000 6.0 Intermediate Modern Standard Japanese AP/JP3000 6.0 Intermediate Modern Standard Japanese AP/JP4000 6.0 Advanced Reading in Modern Standard Japanese
Exchange programs	AP/JP3000 6.0 Intermediate Modern Standard Japanese

4) Communications skills

A high standard of oral, aural, visual and	AP/JP4000 6.0 Advanced Reading in
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written communication skills in Japanese and English	Modern Standard Japanese AP/JP4120 6.0 Translation: Japanese - English; English - Japanese
General communicative skills	AP/JP1000 6.0 Elementary Modern Standard Japanese AP/JP2000 6.0 Intermediate Modern Standard Japanese
Communicative skills in cross-cultural communication	AP/JP1000 6.0 Elementary Modern Standard Japanese AP/JP2000 6.0 Intermediate Modern Standard Japanese AP/JP2700 6.0 Contemporary Japanese Culture and Society
Use of appropriate communication technologies	AP/JP3000 6.0 Intermediate Modern Standard Japanese AP/JP4000 6.0 Advanced Reading in Modern Standard Japanese

5) Awareness of limitations of knowledge

Awareness of the need of further elaboration on the values and concepts central to Japanese culture and language, such as politeness, modesty and humility	AP/JP2700 6.0 Contemporary Japanese Culture and Society
Awareness of the need of further learning in actual communication, reading, writing and listening comprehension	AP/JP1000 6.0 Elementary Modern Standard Japanese AP/JP2000 6.0 Intermediate Modern Standard Japanese
Awareness of the need for studying or working in a Japanese-speaking environment	AP/JP3000 6.0 Intermediate Modern Standard Japanese
Possession of intellectual curiosity, open to new ideas, methods and ways of thinking	AP/JP4000 6.0 Advanced Reading in Modern Standard Japanese AP/JP4010 6.0 Classical Japanese

6) Autonomy and professional capacity

In-depth understanding and knowledge of the relevant fields and the disciplines involved	AP/JP3100 3.0 Japanese Linguistics I: The Structure of Modern Japanese Language AP/JP3200 3.0 Japanese Linguistics II: Language change and usage AP/JP3751 3.0 Japanese Business Culture and Communication AP/JP3070 3.0 Japanese Language in the Media AP/JP4010 6.0 Classical Japanese
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	AP/JP4100 6.0 Teaching of Japanese as a Foreign/Second Language AP/JP4120 6.0 Translation: Japanese - English; English - Japanese
Ability to acquire and assess new knowledge through independent research	AS/JP 3900 3.00 Independent Reading and Research AP/JP4000 6.0 Advanced Reading in Modern Standard Japanese AS/JP 4900 3.00 Independent Reading and Research
Autonomous language learner able to develop language skills further	AP/JP3000 6.0 Intermediate Modern Standard Japanese AP/JP4000 6.0 Advanced Reading in Modern Standard Japanese
Independent thinker and risk-taker with sense of accountability and sensitivity	All courses
Ability to understand cross-cultural issues and situations	AP/JP2700 6.0 Contemporary Japanese Culture and Society AP/JP3751 3.0 Japanese Business Culture and Communication
Capacity to work effectively in teams and other collaborative environments	AP/JP1000 6.0 Elementary Modern Standard Japanese AP/JP2000 6.0 Intermediate Modern Standard Japanese AP/JP3000 6.0 Intermediate Modern Standard Japanese AP/JP3751 3.0 Japanese Business Culture and Communication
Possessing a high standard of ethical behaviour associated with their discipline and profession	All courses
Readiness for on-the-job training such as a summer internship program or co-op program	AP/JP2700 6.0 Contemporary Japanese Culture and Society AP/JP3000 6.0 Intermediate Modern Standard Japanese AP/JP3751 3.0 Japanese Business Culture and Communication

c. Consistency of proposal with the general objectives of the unit, Faculty and University Academic Plans and with the standards, educational goals and expected learning outcomes of the degree. Comment on the explicit causal relationship of the proposed program's structure and curriculum for its expected learning outcomes

The proposed honours minor degree program in Japanese Studies is in accordance with the University Academic Plan, 2010-15 and the Strategic Plan for the Faculty of Liberal Arts & Professional Studies, 2010-20.

The Japanese Section has implemented the values and achieved the objectives identified in the UAP and will continue to improve its achievements further. The Section has been making a substantial contribution to York University in enhancing academic quality in a globalized world. The following are the achievements directly relevant to the UAP.

Values

- Commitment to excellence in research, teaching and services to the public good
The faculty members of the Section have presented papers at various international and domestic conferences and published their work. The Section has been pioneering in developing web-based curriculum and online self-study materials in an open-learning environment, which has been highly appreciated by students and other language teaching professionals. The Section has been involved in public services actively in hosting the Japanese Language Proficiency Test, an international conference for Japan Studies, and helping to organize regional and national Japanese speech contests. The Section has been involved in offering online and off-line seminars for teachers and in assisting to create credit courses in secondary education.
- Commitment to contribute to a deeper understanding of the global issues
The Section's effort in assisting the Faculty of Foreign Languages, University of Havana, Cuba, has been its attempt to make contributions to a developing country with its expertise, which deepens our understanding about issues in such a country.
- Recognition of York's special opportunities and responsibilities
The Section believes that if each unit excels by taking advantage of its potential, geographic location and resources, York University would play a major role in various fields. The Japanese curriculum at York has already achieved one of its objectives to be at the top in Canada.
- Commitments to interdisciplinarity and to the pursuit of innovative initiatives and approaches
Language learning itself is interdisciplinary in nature, but the Japanese curriculum has its main focus on cross-cultural communication and interdisciplinary approaches. Thus, various courses have been developed and offered in addition to the language courses, which would enhance interdisciplinarity.
- Commitment to cultivate an engaged learning and research environment
As stated elsewhere, the Section has successfully established an open learning environment through which students can access to the instructional materials at any time and at any place as long as the Internet connection is available. The Section coordinator often organizes sessions for conferences so that the faculty members of the Section could present research papers.

- Commitment to sustainability
This has been the major strength of the Section for many years. The enrollment has been steadily growing and the faculty size has been expanded accordingly, frequently assisted by external funding. Base on its track record, the Section will continue to grow in the future as well.

Contexts: The External Environment

- Globalization and internationalization
The Section has been actively involved globalization and internationalization via official exchange programs, accepting many international students, supporting programs such as the JET program, assisting the Japanese Program at University of Havana, and organizing sessions and presenting papers at international conferences.
- Universities as sources for inspiration, collaboration, and practical solutions to issues
The first web-based Japanese curriculum has been considered as inspiration among language teaching professionals and institutions. The Section has offered distance education courses for students at St. Mary's University and Mt. Alison University via video-conferencing, the method of which would be the best solution for lack of upper level courses in many regional institutions.
- Information and communication technology (ICT) revolution
The Section has been highly evaluated and appreciated in this area. With the ICT revolution the Japanese curriculum has been able to develop the 'post-communicative paradigm', which is conducive to the use of various mobile devices by students.
- Budgetary constraints requiring better use of resources
The Section has won various outside funding, including the Tanaka Fund, to hire and promote faculty members and to enhance the curriculum.
- Increasing demand for post-secondary education
As the Japanese curriculum has been enjoying excellent reputation, it has been attracting more quality students who wish to acquire as high level proficiency in Japanese.
- Competition from other institutions
York has been a target for competition from other institutions for many years in pedagogy, speech contests, and quality of instruction. The Japanese curriculum is currently the largest in Ontario. The Japanese Language Proficiency Test has attracted more participants than in B.C. this year.

Principles and Assumptions Guiding Planning in the Next Five Years

- Expansion of the full-time faculty

The current number of the full-time faculty will be sufficient for the proposed honours minor degree program.

- Critical importance to research and teaching
The Section's strength lies in its 'action research', the result of which is implemented into the curriculum and teaching strategies.
- Enhancing student experiences and success
Various curricular and extra-curricular activities such exchange programs, proficiency tests, speech contests, summer-internship and (a proposed co-op program), and hiring students as assistants for several events, would continue to enhance student experiences and success.
- Evidence-based approaches to planning and implementation supported by means to monitor, measure and report on progress in order to fulfill accountability and responsibilities to the communities
The Section has shown its excellence in innovative pedagogy, student achievements, outreach, internationalization and public services, which are well documented and received much recognition from within and from outside. Policy on accountability, equity and equal opportunities has been strongly underscored in the Section, based on the clearly defined and articulated criteria.
- Diversification of academic activities
The Section has been implementing a wide varieties of activities for both students and the faculty, which include exchange programs, proficiency tests, speech contests, Academic Week, Japan Week, web-based course development, introduction of the distance education format, and online lecture exchange.

Overarching Themes of the UAP 2010-2015

- Academic quality
- Student success
- Engagement and outreach
As stated elsewhere, the Section has already implemented these themes and will continue to improve its contribution.

Priority Areas in an Integrated Plan

- Research Intensification
 - Research culture
 - Research capacity
 - Evidence-based culture of evaluation and comparison
 - Research through planning
 - Research success for York's reputation
 - Library support

- Culture of support for research
The Section will continue to cultivate research culture among the faculty and students, which will be required for the proposed honours minor degree program.
- Enhancing Teaching and Learning
 - Experiential learning opportunities for students
 - *Speech contests, proficiency tests, exchange programs, summer internship program, co-op program*
 - Innovative and flexible curriculum delivery through online and hybrid courses as well as other TEL courses
 - *The curriculum and its delivery have been online based and contact hours have been reduced maximally by adopting the currently available ITC technology.*
 - Recognizing and supporting innovation in teaching and learning, and providing support and recognition for instructors
 - *Developing online tests for all the language courses has freed up instructors' time and energy immensely.*
 - Leadership in curriculum delivery modes
 - *Completely online based and distance education format.*
 - Recruiting quality secondary school graduates
 - *Via seminars for secondary teachers, campus open house, etc.*
 - Increasing opportunities for students' international experiences
 - *Exchange programs, supporting the JET program.*
 - Lifelong learning
 - *The Japanese curriculum is designed to help students to acquire a solid foundation based on which they would be able to develop their knowledge and experience further in their lives.*

The Section has been engaging itself in all the above-mentioned objectives and successfully implementing them as stated elsewhere. This area is probably one of the most successful areas by the Section.

The Section has been putting a very strong emphasis on the following objectives.

- Enriching the Student Experience
 - Enhancing the quality and level of preparation of the incoming class
 - *All the information and materials are made available online.*
 - Enhancing the first year experience
 - *Co-organizing Academic Week, social nights, speech contests and Culture Week*
 - Improving advising creating communities
 - *Supporting the club for students who are studying Japanese*
 - Students' involvement in research

- *Co-hosting Academic Week*
- Increasing time for faculty to spend with students
 - *All the faculty members spend much time to listen to their students, give advice and assist them.*
- Coordinating student service functions
 - *Academic Week, social nights, Culture Week*
- Supporting student communities
 - *Advising the student club*
- Space for student activities
 - *This area has to be improved.*

Building Community and Expanding our Global Reach

- Working in and with communities
 - *Planning to develop online credit and non-credit courses for communities, advising heritage language schools*
- Aiding faculty development and recognition for community engagement and outreach activities
 - *Developing summer internship and co-op programs, involved in organizing and hosting events such as speech contests and conferences*
- Enhanced coordinating structures for continuing and professional education
 - *Encouraging mature students to continue studying*
- Lifelong learning initiatives
 - *Needs to be improved*
- Leadership in collaborating with other institutions
 - *University of Havana, Cuba, University of Tampere, Finland, University of Calgary, St. Mary's University, Mt. Alison University, University of Toronto, McMaster University, University of Waterloo, Dokkyo University, Meiji University, the Japan Foundation, Mitsui & Co. (Canada) Ltd.*
- Internationalization
 - *Students from various backgrounds, conference organization and presentation, faculty seminars for the Faculty of Foreign Languages, University of Havana*
- Recruitment and support for international students
 - *Coordinator's participation in strategic meetings, hiring international students as assistants for events such as the Japanese Language Proficiency Test and allowing them to observe and help classes.*

Strengthening Interdisciplinarity and Comprehensiveness

- Managing enrollments
 - *Enrollment has been steadily increasing.*
- Core strengths
 - *A comprehensive language program backed by ITC and strong rapport between the faculty and students with various racial and cultural backgrounds*
- Ongoing adjustments
 - *Staffing for a growing enrollment*
 - *Introducing more academic contents*
 - *Revamping the evaluation procedure with a new rubric and portfolio*
- Monitoring system and government developments
 - *New initiatives in reorganizing the curriculum into the proposed minor degree program with clear-cut criteria for assessment*
- More comprehensive university
 - *The new honours minor degree program is expected to contribute in this area.*
- Seamless education
 - *The new degree program would fill the existing gaps to make it more cohesive, flexible and comprehensive.*
- Additional support for students
 - *Making use of the online alumni group for consultation by graduates to current students in regards to study and work opportunities*

Promoting Effective Governance

- Effective, responsive academic administration
 - *Regular section meetings, minutes taking, sharing responsibilities, and advising junior faculty members*
- More sophisticated means of assessing ongoing and proposed academic activities
 - *Not implemented*
- Attention to academic programs and unit structures
 - *Currently under scrutiny*
- Coordination of undergraduate planning around curriculum, enrollments, and deployment of resources
 - *Taking advantage of the web-based nature of the curriculum to attract potential students; being involved in university wide events such as Fall and Spring Campus Days*
- Strategic planning modalities that promote and permit “tough choice” decisions that are fact-based and otherwise informed

- *Not implemented*
- Transparency in decision-making
 - *Coordinator is elected and all the faculty members are consulted with on the important issues.*

Conclusion: Executing the Plan

- Resource planning and investments
 - *The Section has a clear plan for maintaining the current level resources and seeking new external resources, which would constitute investment for the future.*
- Increased cooperation within the University and with other institutions
 - *Through ITC the Section has been cooperating with other sections in the department, and Department of French Studies. The Section is a participating member of the East Asian Studies Program. Externally, the Section is affiliated with University of Calgary, Mt. Alison University, St. Mary's University, Meiji University, Dokkyo University, Hanyang University, University of Havana, and University of Tampere.*
- Establishment of benchmarks for measurement of progress and the gathering and assessment of evidence of progress and hub
 - *A new rubric, evaluation scheme and portfolio will be introduced to revamp the evaluation and assessment procedures for students' achievement and performance.*
- Full, regular, and transparent reporting on progress and opportunities for feedback
 - *Each student' portfolio would include comprehensive information regarding his/her performance, which can be accessed by all the faculty.*

York is expected to be:

- Higher quality
- More international
- More comprehensive
- Known for innovation
- Enhance experience
 - *The above-mentioned expectations have been put into practice in the Japanese curriculum for many years and they are the main sources of its success.*

The Strategic Plan for the Faculty of Liberal Arts & Professional Studies, 2010-20,

stresses the importance of York's enhancement of the success of its graduates in both academic and career placements. The following is a list of the principles and the relevant activities of the Japanese Section.

Principle 5: A principal responsibility of Colleges is to enhance the co-curricular and extra-curricular experience of students, and in particular 1st year students.

The Japanese Section in cooperation with the students' club has been hosting various extra-curricular activities such as Japan Week, Academic Week, Culture demonstrations, and talks by guest speakers through Vanier College.

Principle 6: A principal responsibility of the Faculty is to respond to the academic needs of its diverse student population including the specific needs of part-time and mature students.

The Japanese Section at York University has been catering to the needs of students of various racial, cultural and academic backgrounds. The open-learning environment with web-based instructional materials and distance education delivery method via video-conferencing and video-streaming makes the program more accessible by part-time and mature students.

Principle 8: The Faculty of Liberal Arts & Professional Studies affirms and encourages the diversity of research, scholarship, and teaching by its members.

The Japanese Section has been developing a unique open-learning environment, with web-based instructional materials and distance education delivery method via video-conferencing and video-streaming for the Japanese language.

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

As stated elsewhere, the Japanese Section at York University boasts its excellence in students' achievements and highest quality in teaching.

Principle 15: The Faculty is committed to the belief that those students who qualify for a university education have a right to pursue one.

In response to many students' interests and requests, the Japanese Section is accountable for setting up degree programs in Japanese Studies.

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

Developing exchange programs and hosting various events such as the Japanese Language Proficiency Test, regional and national Japanese speech contests and Japan Week, Academic Week, helps students to learn to put knowledge into practice and develop practical knowledge and skills in real life situations.

Principle 19: Cross-cultural and international encounters are integral parts of high-quality university education.

Studying in Japan for one year as exchange students at York's partner universities, such as Meiji University, Dokkyo University, Keio University, Waseda University, Nagoya University and Hitotsubashi University, provides students with genuine international experience and communicative opportunities to put learning into practice. The summer internship program and co-op program as part of the proposed honours minor program offer students opportunities to work in a Japanese business environment in Canada as well.

Principle 20: Community engagement and learning are valuable for educating responsible and socially conscious citizens.

Having been involved in local Japanese-Canadian communities, such as the Japanese Heritage Language program and high school credit courses, the Japanese Section has played a major role in improving Japanese-language education.

Principle 21: The incorporation of global context and content into teaching and research is integral to the pursuit of excellence.

The proposed minor degree program will reach out to students and teachers in distant locations both in Canada and overseas via distance education format and delivery. Issues on Japan-Canada relations in global context are integral part of the non-language courses and in Japanese Studies in general.

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

The Japanese Section has been developing a professional-development program for high school teachers through York's continuing education and plans to offer non-credit language courses for those who are interested in learning Japanese via distance education. As service to the larger community the four-month teacher education course was offered to high school teachers across Canada between October 16, 2010 and March 2, 2011.

d. Admission requirements

Students must satisfy the general admission requirements for all programs at York University. Students entering the Honours Minor degree program must have a minimum grade point average of 5.0 in their home program at York.

Any student can enroll in a language course in DLLL at any level, subject to the following conditions.

- 1) Admission to a student's first course in a language at York University is determined by a questionnaire for absolute beginners and placement tests for the upper-level language courses.
- 2) Students who have completed a 1000-level language course with a grade of at least C can advance to the next level in the same language.
- 3) Registration in language courses may be limited at the discretion of the department.
- 4) Students who plan to minor in Japanese Studies are encouraged to start language study in their first year.
- 5) Students who wish to minor in Japanese Studies are advised to consult with the Coordinator of the Japanese Section in DLLL.

Appropriateness of the admission requirements, (e.g., achievement and preparation, for the expected learning outcomes of the program).

Requirements for admission will be consistent with University requirements for all programs at York University.

e. Consultation:

- i. Identify similar programs elsewhere at York

East Asian Studies Program

Currently students can major and minor in East Asian Studies (EAS) with a focus on China, Japan or Korea. There is no 90-credit major program and its minor program does not require students to demonstrate advanced level competence in an East Asian language. The proposed honours minor degree program in Japanese Studies will allow students to acquire the Japanese language to the level of competence for practical usefulness in their career development. Many students in EAS wish to study Japanese further, and this honours minor degree program in Japanese Studies will give them more options to enhance their language ability and broaden and deepen their knowledge and understanding about Japan. A minor degree program with high concentration on languages will, thus, be not only complementary but also synergistic to the current East Asian Studies Programs. There will be little overlap between EAS and the proposed Japanese Studies except for language courses.

- ii. Describe the nature and extent of the consultation which has taken place with other programs and indicate what, if any, cooperative arrangements have been explored with respect to staffing, appointments, course offerings, physical space, etc.

Professor Josh Fogel, Coordinator, EAS, has given this initiative his full support.

Professor Farrokh Zandi, Associate Director, Undergraduate Programs, Schulich School of Business, is in support of our initiatives in developing more courses iBBA students will be able to take.

The proposed program will be in complementary distribution with the East Asian Studies Program except for sharing the language courses.

The Japanese language is a choice of foreign language for students of various disciplines such as humanities, business, fine arts, and science. Consultations will take place with all the faculties involved in regards to approving of their students' options for major/minor.

- iii. Consult with the Vice-President Academic on resource aspects of the proposal (see below, Item 5).

TBA – through the Faculty of Liberal Arts and Professional Studies

f. Need and Demand:

- i. A brief description of the general need and demand for the initiative, whether based on student interest, potential employment opportunities for graduates, needs expressed by professional associations, government agencies or policy bodies; or, if none of the foregoing, whether the initiative serves the general betterment of society;

The current Japanese Section's strength is that it does not rely on Japanese-Canadian students (who actually comprise a very small percentage of the student enrollment) and that it caters to the needs of a wide variety of students. In the past ten years, the resurgence of strong interest in Japanese culture has been observed, probably based on popular culture and job opportunities in Japan-related fields. Many students have voiced their wishes to specialize in Japanese Studies so they can focus their studies on Japan. As a result of students' success and quality instruction, enrolment has been growing steadily, reaching approximately 450 students in 2012. Enrollment is expected to reach 500 students by 2015, if not before. In an informal survey conducted recently,

approximately 50-60% of students in AP/JP 1000 6.00 and 60-70% of the upper-level students are interested in either a major or minor degree program in Japanese Studies.⁸ Currently not many students go on to upper-level courses, mainly because there has been no degree program in Japanese Studies. Students in other disciplines must take upper-level courses in their degree programs and run out of elective credits. Another reason is that quite a few students go to Japan for one year after the completion of the AP/JP 3000 6.00 through the exchange programs. The Japanese Section is quite confident in its ability to attract many students to either a major- or a minor- degree program. With the current teaching staff and course offerings, the Japanese Section feels it is appropriate to propose an Honours Minor degree program in Japanese Studies.

As stated above, most students who are taking Japanese are interested in focusing on language education up to the most advanced level. Establishing a minor program will allow students to acquire the Japanese language to the level of competence for practical usefulness in their career development. A minor degree program with high concentration on languages will, thus, be not only complementary but also synergistic to the current East Asian Studies degree programs.

Many graduates in various disciplines who studied Japanese at York have been working in countries such as Canada, Japan, Korea, China, India, and Vietnam. Advanced knowledge of the Japanese language and culture increases job opportunities for students both domestically and internationally. It also helps students who wish to apply to graduate schools.⁹

- ii. For student demand, include five-year enrolment projection, defining steady-state enrolment and when it is to be achieved; obtain an estimate of the demand for the program from the Admissions Office (see below, Item 6);¹⁰

	2012-13	2013-14	2014-15	2015-16
1 st Year	300	300	300	300
2 nd Year	100	120	120	120
3 rd Year	60	80	80	100

⁸ The data are available based on a questionnaire circulated among the students currently enrolled in the courses offered in the Japanese Program.

⁹ Ms. Anthea Murphy was an EAS major who studied Japanese up to the 4000 level at York, and who is currently pursuing her M.A. degree in Asian Studies at UBC. She won the Klaus Pringsheim Prize for the M.A. students' category at the Japan Studies Association of Canada Conference, held at UBC, Sept. 30 – Oct. 4, 2010.

¹⁰ The projected enrollment figures are based on the rate of increase in the past. The current 300 in AP/JP 1000 6.0 is a result of capping the enrollment due to lack of teaching staff.

4 th Year	30	40	40	40
Total	490	540	540	560

*Steady state enrolment

	2012-13	2013-14	2014-15	2015-16
1 st Year	20	20	20	20
2 nd Year	20	25	25	30
3 rd Year	10	15	15	20
4 th Year	5	5	5	5
Total	55	65	65	75

- iii. An indication of the extent to which proposed program provides students with preparation for graduate studies in the area;

East Asian Studies, Japanese Studies, Teaching of Japanese as a Foreign Language.

Students who pursue their language study in Japanese will prepare themselves for foreign language requirements of graduate schools.

The Japanese Program has been helping graduate students to obtain Monbukagakusho (Ministry of Education, Culture, Sports, Science and Technology - Japan) scholarships for their research in Japan.¹¹

- iv. Cite similar programs offered by other institutions in the Ontario university system and provide evidence of justifiable duplication based on societal need and/or student demand.

According to our web search on 20 universities in Ontario, as of September, 2012, no institution offers both the Major and Minor in Japanese. The University of Western Ontario-Huron University College and Carleton University offer a Minor in Japanese language (with a focus on language courses). The University of Western Ontario - Huron University College offers an additional program called Minor in Japanese Studies (with a focus on non-language courses).

Duplication in minor degree programs can be justified for the following reasons.

- **Geographical:** York's program can attract students in Greater Toronto and its outskirts.

¹¹ Recently, Mr. Benjamin Landau, a graduate student in Communication and Culture, has been selected as a recipient of this prestigious scholarship. He took AP/JP 1000 6.0 in 2009-10 and is currently enrolled in AP/JP 2000 6.0 to improve his Japanese before he assumes his research in Japan next spring.

- **Choice:** Offering Minor in Japanese Studies at York makes an option available for students in various disciplines for major/minor.
- **Faculty:** Western has one tenured faculty member and two instructors; Carleton has three language instructors; York University has two tenured faculty members, a third in the tenure-track and one CLA. With the four full-time faculty members York's Japanese Studies program will be able to provide a wider variety of course offerings and quality instruction.
- **Study opportunity:** Although each university has partner institutions in Japan, York distinguishes itself from the others in its ties with very prestigious universities, such as Meiji, Dokkyo, Keio, Waseda, Nagoya and Hitotsubashi Universities as shown below. York's program will be far more attractive to those who wish to study in Japan.

	York	Carleton	Western:
Tokyo area	Keio University Waseda University Dokkyo University Meiji University Hitotsubashi University		
Osaka area		Kansai Gaidai University Konan University	Kansai Gaidai University Kyoto -University of Foreign Studies
Other areas	Nagoya University	International University of Japan Kumamoto Gakuen University Nanzan University	Gumma Prefectural University for Women

For these reasons, it is clear that duplication of Minor in Japanese Studies is justifiable.

Addenda: The following universities have East Asian Studies programs.

	Minor	Major
University of Waterloo	Yes.	-
University of Western Ontario, Huron University College	Yes.	Yes.
University of Toronto	Yes.	Yes.

York University	Yes. (Honours)	Yes. (Honours)
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Other universities offering Japanese language courses.

Level of instruction	Number	Name
1 st & 2 nd	6	Brock University, Queen's University, Trent University, University of Ottawa, University of Windsor Western (different campus from Huron University) College
up to 3 rd	2	McMaster University University of Waterloo
up to 4 th	3	Carleton University University of Toronto University of Western Ontario (Huron University College)

2. Program Requirements

a. Outline of course requirements

The program is being brought forward as an Honours Minor. The degree requirements are as follows;

- Honours Minor: 36 credits in the minor

The Honours Minor in Japanese Studies may be combined with any approved Honours B.A. program that offers a major/minor option in the Faculties of Environmental Studies (Bachelor of Environmental Studies - BES), Health, Liberal Arts and Professional Studies, Fine Arts or Science and Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

General Requirements

Students in the Honours Minor program will be required to fulfill not only the Minor requirement in Japanese Studies but also the other Faculty of Liberal Arts and Professional Studies degree requirements. Students entering the Honours Minor program must have a minimum grade point average of 5.0 in their home program/faculty at York.

Graduation requirement is: a minimum GPA of 5.0 for the Honours Minor.

General education requirements

24 credits of General Education chosen from Humanities, Modes of Reasoning, Natural Science and Social Science, including a minimum of six credits in each of Humanities, Natural Science and Social Science.

Minimum requirements for Honours Minor Program

All students must take at least 36 credits within the course offerings of Japanese Studies, of which at least 6 credits must be at the 4000 level. Those who are exempted from AP/JP 1000 6.00, AP/JP 2000 6.00 or AP/JP 3000 6.00 must take AP/JP 4000 6.00 and at least one more 4000 level course.

Recommended courses toward the Minor option¹²

The proposed program is structured around the following core language and culture curriculum.

Core Curriculum	Credit
AP/JP 1000 6.00 Elementary Modern Standard Japanese	6
AP/JP 2000 6.00 Intermediate Modern Standard Japanese	6
AP/JP 2700 6.00 Contemporary Japanese Culture and Society	6
AP/JP 3000 6.00 Advanced Modern Standard Japanese	6

In addition to the above core courses students can focus on one of the following areas with the recommended courses.

1. Language & Culture

- AP/JP 3050 3.00 Japanese Business Culture and Communication
- AP/JP 3070 3.00 Japanese Language in the Media
- AP/JP 4000 6.00 Advanced Reading in Contemporary Japanese
- AP/JP 4010 6.00 Classical Japanese

2. Language and Business

- AP/JP 3751 3.00 Japanese Business Culture and Communication
- AP/JP 3800 3.00 Internship or Co-op Program

¹² The listed streams are for suggestions only, not formal ones.

- AP/JP 4000 6.00 Advanced Reading in Contemporary Japanese
- AP/JP 4120 6.00 Translation: Japanese-English; English-Japanese

3. Language and Teaching

- AP/JP 3100 3.00 Japanese Linguistics I: Structure of Modern Japanese Language
- AP/JP 3200 3.00 Japanese Linguistics II: Structure of Modern Japanese Language
- AP/JP 4100.6.00 Teaching of Japanese as a Foreign/Second Language
- AP/JP 4000 6.00 Advanced Reading in Contemporary Japanese
- AP/JP 4010 6.00 Classical Japanese
- AP/JP 4100 6.00 Teaching of Japanese as a Foreign/Second Language

4. Advanced Language

- AP/JP 3100 3.00 Japanese Linguistics I: Structure of Modern Japanese Language
- AP/JP 3200 3.00 Japanese Linguistics II: Structure of Modern Japanese Language
- AP/JP 4000 6.00 Advanced Reading in Contemporary Japanese
- AP/JP 4010 6.00 Classical Japanese
- AP/JP 4120 6.00 Translation: Japanese-English; English-Japanese

i. Courses currently offered, with frequency of offering;

Course No. and title	Offering
AP/JP 1000 6.00 Elementary Modern Standard Japanese	Every year
AP/JP 2000 6.00 Intermediate Modern Standard Japanese	Every year
AP/JP 2700 6.00 Contemporary Japanese Culture and Society	Every year
AP/JP 3000 6.00 Advanced Modern Standard Japanese	Every year
AP/JP 3100 3.00 Japanese Linguistics I: Structure of Modern Japanese Language	Every year
AP/JP 3751 3.00 Japanese Business Culture and Communication	Alternate year
AP/JP 3900 3.00 Independent Reading and Research	

AP/JP 3900 6.00 Independent Reading and Research	
AP/JP 4000 6.00 Advanced Reading in Contemporary Japanese	Alternate year
AP/JP 4010 6.00 Classical Japanese	Alternate year
AP/JP 4100 6.00 Teaching of Japanese as a Foreign/Second Language	Alternate year
AP/JP 4120 6.00 Translation: Japanese-English; English-Japanese	Alternate year
AP/JP 4900 6.00 Independent Reading and Research	Offered in 2012

- ii. New courses (new courses are subject to approval by Faculties in accordance with Senate legislation);

2014-15:

AP/JP 3070 3.00 Japanese Language in the Media (to be proposed for 2014-15)	This course explores how the Japanese language is used in media such as magazines, advertisements, fashion, <i>anime</i> , and web pages, based on discourse analysis and socio-cultural observations. Intentions of the use of certain words and expressions and their effectiveness will be focussed on in reference to socio-cultural changes taking place in Japan. Prerequisite: AP/JP 2000 6.00 (or equivalent); AP/JP 2700 6.00 or concurrent
AP/JP 3200 3.00 Japanese Linguistics II: Structure of Modern Japanese Language (proposed for 2014-15)	This course is the continuation of AP/JP 3100 3.00 Japanese Linguistics I: Structure of Modern Japanese Language. The focus of this course is on complex sentence structures, discourse, pragmatics and socio-linguistic aspects of the Japanese language. Prerequisite: AP/JP 3100 3.00
AP/JP 3800. 6.00 Co-op Program (to be proposed for 2014-15) ¹³	Students who are accepted to a co-op program can have the opportunity for on-the-job training by working full-time with pay for six months to one year in a Japanese business environment in Toronto. Prerequisite: AP/JP 3000 6.00 (or equivalent)

Note: the courses listed under 2014-15 have been included for information only.

- iii. Required courses mounted by other units; are these to be cross-listed

None.

¹³ Mitsui & Co. (Canada) Ltd. continues to offer the current summer internship program and will support a co-op program for York students (confirmed, March, 2013).

For course substitutes and a listing of relevant courses but that are not credited towards the Japanese Studies degree programs, please contact the Coordinator for Japanese, Faculty of Liberal Arts & Professional Studies.

iv. Comment on the appropriateness of the program's structure and curriculum for its learning objectives;

The proposed program is structured around the following core language and culture curriculum.

Core Curriculum	Credit
AP/JP 1000 6.00 Elementary Modern Standard Japanese	6
AP/JP 2000 6.00 Intermediate Modern Standard Japanese	6
AP/JP 2700 6.00 Contemporary Japanese Culture and Society	6
AP/JP 3000 6.00 Advanced Modern Standard Japanese	6

This core curriculum ensures that students will achieve advanced level language proficiency based on knowledge and understanding of Japanese culture in cross-cultural contexts. Each student's language proficiency varies based on the entry level knowledge of the language.

Students are required to take further courses at the 3000 and 4000 levels according to their choices of the following suggested (unofficial) streams: Language and Culture; Language and Business; Language and Teaching; Advanced Language.

The Honours Minor program provides students with an advanced level of language proficiency and advanced knowledge and understanding of the area studies they choose.

Through the degree program students receive academic and non-academic instruction and advice, to enhance their academic knowledge and experiential knowledge to achieve the set goals and objectives.

The Japanese Studies program adopts a holistic approach to help students broaden their academic and non-academic experiences through various channels and activities. Exchange programs provide students with on-site experience and learning opportunities of cross-cultural communication. The summer internship program or the proposed co-op program provides the participants with on-the-job training and experience, and upon successful completion they can earn credits toward the degree. Extra-curricular activities such as speech contests, Japan-related club activities, and academic week help students to acquire skills in public speaking, organizing events, and discussing issues.

- v. Comment on the appropriateness of the mode of delivery (including, where applicable, distance or online delivery) to meet the program's learning objectives

All the language courses are web-based and have been tested for online delivery via video-conferencing and video-streaming. The online option would be made available for York students and distant learners in the near future. Online lecture exchanges have already begun in language courses, which will be expanded to non-language courses as well. Creating a multi-dimensional learning environment in which York students study with students at distant sites has been very effective and successful.¹⁴

- vi. Comment on the appropriateness of methods used to evaluate students' progress.

As the number of enrolments has grown rapidly in language courses, all the language tests have been successfully administered online with Moodle to evaluate students' knowledge of structures, expressions and vocabulary, and their listening comprehension. The modular approach adopted for the language courses allows to assess students' knowledge and proficiency in all the four skill areas – speaking, listening, reading and writing by means of in-class group conversation assignments, weekly quizzes and writing assignments. The Section has begun to develop a rubric for assessment, evaluation and portfolio. Extra-curricular activities such as participating in the Japanese Language Proficiency Test, Japanese Speech Contests, exchange programs, the summer internship program and the proposed co-op program are also useful yardsticks for measuring students' progress.

3. Calendar Copy

Japanese Studies

Honours Minor B.A.: A minimum of 36 credits

The Honours Minor in Japanese Studies may be combined with any approved Honours B.A. program that offers a major/minor option in the Faculties of Environmental Studies (Bachelor of Environmental Studies - BES), Health, Liberal Arts and Professional Studies, Fine Arts or Science and Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a major/minor program, a course may count only once toward major credit or minor credit.

¹⁴ The combination of an open learning environment, video-conferencing and video-streaming is a powerful method for delivering high quality instructions to learners in remote areas. Our open learning environment has been accessed by learners and teachers of the Japanese language in various countries in the world, such as USA, India, England, Mexico, and Japan.

Minor credits: A minimum of 36 credits in the minor, including at least six credits at the 4000-level.

36 credits including:

(i) Japanese Studies Core: 24 credits (compulsory):

- AP/JP 1000 6.00
- AP/JP 2000 6.00
- AP/JP 2700 6.00
- AP/JP 3000 6.00

(ii) 12 additional credits at the 3000 or 4000-level chosen from:

- AP/JP 3050 3.00
- AP/JP 3070 3.00
- AP/JP 3100 3.00
- AP/JP 3120 3.00
- AP/JP 3751 3.00
- AP/JP 3800 3.00
- AP/JP 4000 6.00
- AP/JP 4010 6.00
- AP/JP 4100 6.00
- AP/JP 4120 6.00
- AP/JP 4900 6.00

Note: Students exempt from AP/JP 1000 6.00, AP/JP 2000 6.00 or AP/JP 3000 6.00 must take AP/JP 4000 6.00 and additional 4000-level courses as well as the above 12 credits.

4. Human and Physical Resource Requirements

a. Faculty Members:

- i. List of faculty including appointment status, home unit, areas of teaching and research interests, noting their academic expertise in the area of the proposed program;

Name	Appointment Status	Home Unit	Area of Teaching	Research Interest	Academic Expertise
Toratani, Kiyoko	Associate Professor 2004 – tenured	DLLL	Language, Culture & Society	The syntax-semantics interface -Lexical semantics	Linguistics, Culture and Society, Language for Business

				-Cognitive linguistics -L2 acquisition	
Ota, Norio	Associate Lecturer, Coordinator 1984 – tenured	DLLL	Language, TJFL, Classical Japanese, Translation & Interpretation	Pedagogy, Cultural Studies, History and Culture, Cross-cultural communication	Linguistics, SLA, Cultural Studies, History and Structure of Japanese, Translation and Interpretation
Yabuki-Soh, Noriko	Assistant Professor 2000 – CUPE 2010 – tenure-stream (conversion)	DLLL	Language	Second language acquisition and Japanese linguistics, Language and Media Online language teaching	Second Language Education, Language and Media
Inutsuka, Kumiko	Lecturer (CLA) 2008 – CUPE 2010 – CLA Partially funded by the Tanaka Fund (AUCC)	DLLL	Language	Second language reading: effects of orthography on literacy Second language assessment, Teaching Japanese as a second/foreign language	Second Language Education

ii.

- a. New faculty requirements and gaps they would be expected to fill.

The current faculty is sufficient for the proposed honours minor degree program with a few part-time instructors.

- b. Administration: Specify the need for a coordinator/chair, support staff, advisors, if any.

The current one coordinator and one support staff member (available in DLLL) will be sufficient.

- c. Library Holdings required.

The current collection of Japan-related books in Scott Library and the books to be donated to Scott Library by the Japanese Section (300+), will be augmented with new books, approximately 40, used in new courses.

Ms. Haiyun Cao , Cataloguing Librarian, Scott Library, has reported the following. “We have 16771 titles related to Japan. 13130 titles are in English and 517 titles are in Japanese. Others are in French, Chinese, German, etc. 12019 titles are books, 786 titles are Government documents, 716 titles are videos, 518 titles are audios, etc.”

- d. Academic computing required.

Each faculty member is equipped with a PC through CRP.

- e. Other special equipment required, if any.

A server is required to host an open-learning environment (already installed by the Section – no extra cost).

More video-conferencing and video-streaming facilities would be desirable for developing TEL hybrid courses.

- f. Space requirements.

More rooms specifically equipped with hardware for language teaching and learning.
More rooms equipped with video-streaming (MediaSiteLive) for hybrid courses.

5. Statement of Funding and Resource Availability

A summary statement of funding requirements to support resources needed, including both start-up costs and continuing costs, including comment on appropriateness of the utilization of the existing human/physical/financial resources. Append statements attesting to the adequacy of resources to support the proposal from the relevant Dean(s)/Principal, the University Librarian, the University Registrar and comment from the Vice-President Academic on resource implications of the proposal (see Item 6).

York won the third year competition for the Tanaka Fund administered by AUCC to support the current CLA position (2010-12).

Mitsui & Co. (Canada) Ltd. has committed to accepting our students (in competition with students in other institutions) for the current summer internship program, and the proposed co-op program (proposed for 2014-15).

6. Attachments

- a. Statement of support from the relevant Dean(s)/Principal, attesting to the adequacy of resources: space, computing, staff, faculty, etc.

Dean Martin Singer has approved setting up an honours minor degree program in Japanese Studies.

Professor Ken Coates, President of the Japan Studies Association of Canada, and the then Dean of Faculty of Arts, University of Waterloo.

Mr. Masayuki Suzuki, Former Director, the Japan Foundation Toronto.

Professor Fumiko Ikawa-Smith, Former President of the Japan Studies Association of Canada, and Professor Emeritus of McGill University.

- b. Comment on resource implications from the Office of the Vice-President Academic.

To be requested.

- c. Statement from the University Librarian confirming the adequacy of library holdings.

Document available.

- d. Statement from the University Registrar regarding the proposed implementation schedule.

To be requested.

- e. Confirmations from "interested" programs that their comments have been solicited.

- East Asian Studies:
Professor Josh Fogel, Former Coordinator, East Asian Studies Program, expressed his full support for this attempt in the recent E-mail communication of August 31, 2010.
The current Coordinator, Professor Gordon Anderson, has written a letter of support dated November 27, 2012.

- Schulich School of Business:
The Japanese Section has been cooperating with the Schulich School of Business very closely for a long time in educating their students in the iBBA Program in particular. The section's initiative in developing a language course for business has been supported strongly by Professor Farrokh Zandi, Associate Director, Undergraduate Programs, Schulich School of Business.

f. Estimate of demand for the program from the Office of Admissions.

Still to come.

g. Course Descriptions

Appendix g: Course Descriptions

Course No. And Title	Course Description
AP/JP 1000 6.00 Elementary Modern Standard Japanese	Basics of spoken Japanese, with strong emphasis on immediate practical usefulness in everyday situations, the two kana syllabaries, approximately 150 Kanji (Sino-Japanese characters) and elementary reading are covered. Simple sentence grammar is focused on. No previous knowledge of the language is assumed. Course credit exclusions: None. Prior TO FALL 2009: Course credit exclusion: AS/JP 1000 6.00. Simple sentence grammar is focused on. No previous knowledge of the language is assumed. Prerequisite: None. Course credit exclusions: None. Prior TO FALL 2009: Course credit exclusion: AS/JP 1000 6.00.
AP/JP 2000 6.00 Intermediate Modern Standard Japanese	Further study of common grammatical forms and structures; items covered in AS/JP 1000 6.00 are reviewed and expanded. Situation and task oriented conversation, strategy-centred reading and structure-based writing are involved with emphasis on complex sentence grammar. Approximately 300 additional Kanji (Sino-Japanese characters) are introduced. Prerequisite: AP/JP 1000 6.00 or equivalent. Course credit exclusions: None. PRIOR TO FALL 2009: Prerequisites: AS/JP 1000 6.00 or equivalent. Course credit exclusion: AS/JP 2000 6.00.
AP/JP 2700 6.00	This course provides an overview of contemporary Japanese

<p>Contemporary Japanese Culture and Society</p>	<p>culture and society, to help students in understanding Japan and its people in the age of globalization and cross-cultural communication. Taught in English. Prerequisite: None Course credit exclusions: None. PRIOR TO FALL 2009: Course credit exclusions: AS/JP 2700 6.00, AS/JP 2800A 6.00 (prior to Fall/Winter 2003-2004).</p>
<p>AP/JP 3000 6.00 Advanced Modern Standard Japanese</p>	<p>The course focuses on continuous texts; edited texts on various topics are read, summarized, translated and discussed with emphasis on discourse grammar. All Kanji (Sino-Japanese characters) in Education Characters (881) will be covered. Prerequisite: AP/JP 2000 6.00 or equivalent. Course credit exclusions: None. Prior TO FALL 2009: Prerequisite: AS/JP 2000 6.00 or equivalent. Course credit exclusion: AS/JP 3000 6.00.</p>
<p>AP/JP 3100 3.00 Japanese Linguistics I: Structure of Modern Japanese Language</p>	<p>This course is an introduction to the linguistic study of the modern Japanese language, focusing on structural aspects of the language. Its major goal is to examine spoken Japanese, offering linguistic description and analyses of a variety of phenomena. Topics include: phonetics (place and manner of articulation and voicing, phonetic inventory of Japanese, phonology (phonological rules in Japanese, sequential voicing, mora vs. syllable, accentuation, mimetics, loan words), morphology (part of speech categories, word formation, headedness, compounding, nominalization), lexical semantics (word meaning, relations between words, lexical aspect), and syntax (word order, grammatical relations, anaphora and reflexives, passive and causative, noun modification, tense and aspect). The language of instruction is English. Readings may include texts written in Japanese but will be glossed in English. Prerequisite: AP/JP1000 6.0 - Elementary Modern Standard Japanese or AP/LING1000 6.0 Introduction to Linguistics</p>
<p>AP/JP 3751 3.00 Japanese Business Culture and Communication</p>	<p>This course is an introduction to Japanese business culture and communication. The first part of the course examines the characteristics of Japanese corporate culture and aspects of management styles, focusing on the features prominently observed in large organizations. Topics include historical development of Japanese management, human resource management, decision-making, Japanese consumers,</p>

	<p>Japanese psych in workplace, and female workforce. The second part deals with Japanese communication styles. It outlines linguistic and paralinguistic characteristics observed when Japanese attempt to communicate in English. It diagnoses symptoms of miscommunication and suggests strategies for successful cross-cultural communication, drawing on concepts from linguistic theories and cultural/social studies.</p> <p>The language of instruction is English and all texts are read in English.</p> <p>Prerequisite: AP/JP2700 6.0 - Contemporary Japanese Culture and Society or concurrent</p>
<p>AS/JP 3900 3.00 Independent Reading and Research.</p>	<p>A student may take an independent, individually supervised reading/research course, provided that the student and the course meet the requirements as set out by the Faculty of Liberal Arts and Professional Studies and those established by the department. Note: Independent reading/research courses require a signed agreement between the student and faculty member, as well as the approval of the section coordinator and undergraduate director. Note: Please consult the Faculty of Liberal Arts and Professional Studies Academic Advising and Student Responsibility section of the calendar for detailed regulations regarding independent reading courses.</p> <p>Course credit exclusions: None.</p> <p>Prior TO FALL 2009: Course credit exclusion: AS/JP 3900 3.00.</p>
<p>AS/JP 3900 6.00 Independent Reading and Research</p>	<p>A student may take an independent, individually supervised reading/research course, provided that the student and the course meet the requirements as set out by the Faculty of Liberal Arts and Professional Studies and those established by the department. Note: Independent reading/research courses require a signed agreement between the student and faculty member, as well as the approval of the section coordinator and undergraduate director. Note: Please consult the Faculty of Liberal Arts and Professional Studies Academic Advising and Student Responsibility section of the calendar for detailed regulations regarding independent reading courses.</p> <p>Course credit exclusions: None.</p> <p>Prior TO FALL 2009: Course credit exclusions: AS/JP 3900 6.00.</p>

<p>AP/JP 4000 6.00 Advanced Reading in Contemporary Japanese</p>	<p>Readings in un-annotated original essays and articles on current issues taken from periodicals; interpretation, translation, summarization and discussion of readings enable students to use a wide variety of Japanese materials independently. Recognition of Characters for Daily Use (1,945). Prerequisite: AP/JP 3000 6.00 or equivalent. Course credit exclusions: None. Prior TO FALL 2009: Prerequisite: AS/JP 3000 6.00 or equivalent. Course credit exclusion: AS/JP 4000 6.00.</p>
<p>AP/JP 4010 6.00 Classical Japanese</p>	<p>Classical Japanese. In this course, classical Japanese language is studied using a wide range of Japanese texts. Prerequisite: AP/JP3000 6.00 or equivalent or permission of the department. Course credit exclusions: None. Prior TO FALL 2009: Prerequisite: AS/JP 3000 6.00 or equivalent or permission of the department. Course credit exclusions: AS/JP 4010 6.00 and AS/JP 4800B 6.00 (Prior to Fall/Winter 2003-2004).</p>
<p>AP/JP 4100 6.00 Teaching of Japanese as a Foreign/Second Language</p>	<p>This course offers comprehensive teacher education and training for the Japanese language. The main objective is to familiarize teachers with current theories, methodologies, and their practical applications developed in the relevant areas, with strong focus on the communicative approach, and computer assisted language learning and teaching. Prerequisites: AP/JP 3100 3.00, AP/JP 3200 3.00 and AP/JP 4000 6.00 or equivalent (for non-native speakers of Japanese); TOEFL score: 580 or equivalent (for non-native speakers of English); B.A. or B.A. expected within a year (may be waived at the instructor's discretion); teaching experience preferred; AP/LING 3230 3.00 strongly recommended. Course credit exclusions: None. PRIOR TO FALL 2009: Prerequisites: AS/JP 4000 6.00 or equivalent (for non-native speakers of Japanese); TOEFL score: 580 or equivalent (for non-native speakers of English); B.A. or B.A. expected within a year (may be waived at the instructor's discretion); teaching experience preferred; AS/LING 3230 3.00 strongly recommended. Course credit exclusion: AS/JP 4100 6.00.</p>
<p>AP/JP 4120 6.00 Translation: Japanese-English; English-Japanese</p>	<p>The course stresses translation practice from and into Japanese. Exercises are taken from current affairs, social science, humanities, natural science, and other sources. Students are expected to learn corresponding structures,</p>

	<p>expressions and vocabulary of Japanese and English. Students are introduced to relevant aspects of cross-cultural communication, discourse analysis, sociolinguistics, pragmatics and stylistics.</p> <p>PREREQUISITE: AP/JP 4000 6.00 or equivalent; AP/JP 3000 6.00, with permission of the instructor, permission of department.</p> <p>Course credit exclusions: None.</p> <p>Prior TO FALL 2009: Prerequisite: AS/JP 4000 6.00 or equivalent or AS/JP 3000 6.00 with permission of the department.</p> <p>Course credit exclusions: AS/JP 4120 6.00 and AS/JP 4800B 6.00 (Prior to Fall/Winter 2003-2004).</p>
<p>AP/JP 4900 6.00 Independent Reading and Research</p>	<p>A student may take an independent, individually supervised reading/research course, provided that the student and the course meet the requirements as set out by the Faculty of Liberal Arts and Professional Studies and those established by the department. Note: Independent reading/research courses require a signed agreement between the student and faculty member, as well as the approval of the section coordinator and undergraduate director. Note: Please consult the Faculty of Liberal Arts and Professional Studies Academic Advising and Student Responsibility section of the calendar for detailed regulations regarding independent reading courses.</p> <p>Course credit exclusions: None.</p> <p>Prior TO FALL 2009: Course credit exclusion: AS/JP 4900 6.00.</p>