

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Carolyn Augusta, Chair, Academic Programs Committee

DATE OF MEETING: April 17, 2025

SUBJECT: **Master of Speech-Language Pathology**

MOTIONS: *It is recommended by the Academic Programs Committee that Council approve the Master of Speech-Language Pathology program effective May 2026.*

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies is proposing a new Master of Speech-Language Pathology program, offered through the School of Rehabilitation Science. This program addresses the urgent need to train speech-language pathology students in Saskatchewan. The program was designed to enhance positive student outcomes by aligning with the five learning pursuits of the USask Learning charter. It also supports Saskatchewan's Growth Plan, which aims to retain graduates in Saskatchewan for their professional practice. The demand for Speech-Language Pathology practitioners in Saskatchewan is evident as demonstrated by the financial support of this program from the Ministry of Advanced Education, continued advocacy from the accrediting body, and the interprovincial agreement with the University of Alberta.

CONSULTATION:

The Graduate Programs Committee in CGPS reviewed the proposal at its February 12, 2025, meeting. The Graduate Programs Committee was impressed by the detail in the proposal and met with proponents to discuss how components of the program could be more clearly highlighted, including a rationale for higher than minimum English Language Proficiency requirements for admission and the student lifecycle through the program.

The College of Graduate and Postdoctoral Studies and the School of Rehabilitation Sciences brought forward the proposal to the Academic Programs Committee of Council (APC) on March 5, 2025 and March 26, 2025. Members had the opportunity to review the proposal in detail, ask questions and participated in a thorough discussion on this program. APC members were provided with satisfactory answers to all questions. Given that quorum was not reached at the March 26th APC meeting, an electronic vote was held March 27-31, 2025, where APC voted in favour of this new program.

ATTACHMENTS:

1. Master of Speech-Language Pathology

Master of Speech-Language Pathology Program Proposal

Table of Contents

Written Responses to APC Questions from March 5 th APC Meeting.....	2
Memo from CGPS- Master of Speech-Language Pathaology	6
Speech Language Pathology Proposal.....	7
Program Curricular Information.....	59
Stakeholder Engagement.....	161
Letters of Support.....	163
Consultation with the Registrar (CWR) Highlights.....	202



Academic Programs Committee Written Response

Master of Occupational Therapy (MOT) and Speech Language Pathology (MSLP)
Academic Program Development

Submitted by: Dr. Brenna Bath on behalf of the OT/SLP Academic Program
Working Group

Submitted to: Dr. Carolyn Augusta, Chair, Academic Programs Committee

March 19, 2025

Questions Received

1. There is a large emphasis on collaboration with Indigenous communities. This is a bit of a delicate question: how difficult would it be for an SLP trained in English to provide therapy for patients who speak Indigenous languages, some of which may have phonemes that are not encountered in English? Alongside this issue is one of diagnosis, and perhaps is too broad, but: one could envision a situation in which an Indigenous patient does not actually have a deficiency, but due to a health care provider's misunderstanding (i.e., language barrier), is misdiagnosed as having a deficiency. How can misdiagnosis issues of this nature be mitigated? Especially in a rural/remote setting, without another health care provider in-person to consult, this may be a significant issue.

This is an excellent question. We are committed to ensuring our MSLP students receive the training they need to be well-rounded, culturally, and linguistically sensitive practitioners.

Standard training in MSLP programs emphasizes distinguishing between dialectal variations and speech sound disorders, ensuring accurate and fair scoring in assessments. For example, our curriculum will include learning about dialectal differences, such as the substitution of "d" for "th" in certain Indigenous and Spanish variations, which are not scored as errors on dialectally sensitive assessments. This also aligns with the curriculum standards set forth by Speech Language Audiology Canada.

We anticipate including culturally sensitive assessment tools within our MSLP curriculum, and have initiated meetings with a Canadian based company, Tricoastal Education, led by Dr.



Anne Laurie, who has significant expertise in culturally sensitive assessment and educational technology. Dr. Laurie's Curriculum-Based Dynamic Assessment (CBDA) method accurately identifies a K-12 learner's language potential, differentiating between those needing specialized services and regular instruction.

The SRS is deeply committed to cultural competence and inclusivity and will strive to embed these principles throughout the MSLP and MOT curricula (as currently occurs in our existing MPT program).

- 2. Under the Admissions requirements, it specifically states "[e]xcluding the Indigenous Studies course" - what is the motivation behind excluding this course from the average calculation? Since there is such an emphasis on Indigenous communities, this seems odd.**

This has been reconsidered and adjusted. Indigenous Studies will now be included in the average calculation for admissions.

- 3. Hopefully after the provincial budget announcement, we'll have a better idea of the funding commitment from the province regarding the capital expansion plans and hiring of faculty to teach these courses. If you could please provide a quick update to APC at our meeting, it would be appreciated.**

Verbal update will be provided.

- 4. As a faculty member in another health science program where clinical placements are a challenge, I can foresee a potential challenge securing clinical placements for 40 students in each program. I am wondering if this is an anticipated challenge and what planning has been done to ensure availability of required clinical placements for the 40 students admitted to each program?**

Securing clinical placements for 40 students in each program is indeed an anticipated challenge, and we have been actively planning for this since the funding announcement. Our efforts have been multifaceted to ensure the availability of required clinical placements.

Firstly, as we have been expanding the number of placements for our Physical Therapy (PT) program (with an increase in MPT seats from 40 to 55 in 2023), we are simultaneously engaging with these same clinical placement sites to explore opportunities for MOT and MSLP students. This includes discussions around the value-add related to interprofessional

clinical education. We have successfully secured numerous role-emerging and role expansion placements for our MPT students (i.e. placements in non-traditional settings such as within community-based organizations), and the OT profession is already well-acquainted with such placements. Additionally, we have significantly increased the number of pediatric placements for MPT students (historically a more specialized practice area within PT), which opens up potential opportunities for OT and SLP placements as well.

The SRS's Clinical Education unit (which will soon be expanded with clinical staff to support clinical education for the MOT and MSLP programs) has been proactive, traveling across the province to engage with both public and private rehabilitation teams and providers (including OT and SLP). These conversations focus on future placement options for each discipline. We are also expanding virtual placement opportunities through the Virtual Health Hub (VHH) and other virtual platforms. Notably there is an ongoing interprofessional intervention trial led by an SRS faculty and rehabilitation director of the VHH of combined PT/OT/SLP virtual care for children in remote Indigenous communities which will serve as a model for delivery of virtual interprofessional services and placements.

We also have new placement options within the public and separate school systems, with many additional schools showing interest. We are in the process of establishing student-led clinics in Saskatoon (i.e. within Saskatoon Field House) and Prince Albert (USask Campus), which will further support our placement needs. Currently, we are placing students in a university-affiliated primary care physician clinic (i.e. West Winds Primary Care center) and are looking to expand to other clinics. The supervision of the student- led clinics is provided by SRS clinical staff. All of these opportunities which currently have MPT students are possible clinical sites for MOT and MSLP students.

We are simultaneously promoting and evaluating peer-assisted learning models, where two or more students are supervised by one clinical instructor or preceptor. Research supports the success of peer-assisted learning, including models with up to a 4:1 student-to-preceptor ratio. We have clinical instructor champions both provincially and nationally who support this approach. Our Clinical Education Unit led virtual workshops supporting the value of this model with the SK rehabilitation community prior to wide-spread implementation with MPT students and we anticipate a similar successful approach of education and engagement to support uptake of this model to enhance capacity for MOT and MSLP student placements.

The SRS's Clinical Education Unit is planning further engagement meetings within the next year to gather feedback from the OT and SLP clinical communities. Additionally, we are exploring options for non-monetary recognition of student preceptors to acknowledge their

contributions (e.g. continuing education opportunities, recognition of clinical education support and excellence) as we have heard from the SK rehabilitation community in prior consultations that these types of approaches would be valuable

We recognize that capacity for supervision of MOT and MSLP students will be a challenge; however, this is a challenge that the SRS understands and has experience in addressing. As such, we are taking a very multi-pronged approach to mitigate the risks that this question outlined and will work with the OT and SLP clinical communities to explore and implement novel approaches.

Changes made to proposal:

- 1. Admission requirements as discussed at the meeting – COMPLETE.**
- 2. Equity seat wording as advised by OVPIE – COMPLETE.**



MEMORANDUM

To: Academic Programs Committee of Council

From: Graduate Programs Committee, CGPS

Date: February 26, 2025

Re: Master of Speech-Language Pathology

The College of Graduate and Postdoctoral Studies is recommending approval of the Master of Speech-Language Pathology (MSLP) program, offered through the School of Rehabilitation Science (SRS). This program addresses the urgent need to train Saskatchewan-based students at USask, rather than the current situation where students must travel outside the province to pursue Speech-Language Pathology programs. This program was designed to enhance positive student outcomes by aligning with the five learning pursuits of the USask Learning charter. It also supports Saskatchewan's Growth Plan, which aims to retain graduates with the likelihood that graduates will stay in Saskatchewan for their professional practice. The demand for Speech-Language Pathology practitioners in Saskatchewan is evident as demonstrated by the financial support of this program from the Ministry of Advanced Education, continued advocacy from the accrediting body, and the interprovincial agreement with the University of Alberta.

The MSLP is being developed concurrently with the Master of Occupational Therapy program and will be harmonized with the existing Master of Physical Therapy program in SRS. The program will have a residency requirement and will require applicants to have established residency in the Saskatchewan, the Yukon, or the Northwest or Nunavut Territories. The MSLP will require higher than minimum English Language Proficiency for admission to align with requirements for licensure in the province. Curriculum for the MSLP program will be developed following USask approval of the proposal, with implementation expected for the 2025-26 University Catalogue Addendum and the first student intake in Fall 2026. The MSLP program will accept 40 students per year.

The Graduate Programs Committee reviewed the Master of Speech-Language Pathology program proposal at its meeting on February 12, 2025. The committee was impressed by the detail in the proposal and met with proponents to discuss how components of the program could be clearly highlighted in the proposal, including rationale for higher than minimum English Language Proficiency requirements for admission and the student lifecycle through the program. The proponents added rationale and made minor editorial revisions, which were cleared by the committee chair following the approval of the proposal. The proposal was approved with the following motion:

Motion: To recommend approval to the Academic Programs Committee of Council of the new Master of Speech-Language Pathology program, offered through the School of Rehabilitation Science, conditional on the minor revisions noted. **Amarualik-Yaremko/ McIntyre – CARRIED unanimously**

Attached please find the proposal for the Master of Speech-Language Pathology program.

If you have any questions, please contact the Academic Affairs Specialist at gradprograms.academicaffairs@usask.ca.

School of Rehabilitation Science
New Program Proposal

Master of Speech-Language Pathology

Submitted to the University of Saskatchewan
Academic Programs Committee

March 26, 2025



UNIVERSITY OF SASKATCHEWAN

School of
Rehabilitation Science

COLLEGE OF MEDICINE
REHABSCIENCE.USASK.CA



March 5, 2025

RE: School of Rehabilitation Science Master of Speech-Language Pathology program – Approval Request

To the members of the Academic Programs Committee:

Thank you for reviewing our proposal for the Master of Speech-Language Pathology (MSLP) program. This letter of introduction intends to explain the program timeline and the rationale for the program approval request at this time.

Program development and funding timeline

The business case for both Master of Speech-Language Pathology and Master of Occupational Therapy programs was submitted for government consideration on June 30, 2023. In March 2024, the Ministry of Advanced Education announced funding to the University of Saskatchewan to develop both of these programs as part of the province's Health Human Resources Action Plan. This included an anticipated intake of 40 students per program with a fall 2026 start date for both programs.

USask approval timeline

Our academic program proposal was approved by the School of Rehabilitation Science Faculty Council on January 17th, 2025, provided as an information item to the College of Medicine Faculty Council on January 29th, 2025, and approved by Graduate Programs Committee on February 12th, 2025.

We are aiming to have approval for this new program through University Council by May 2025. This will allow for student recruitment to take place in the fall of 2025 and for recruitment of faculty and staff for the program to occur throughout 2025-2026.

Program development

As part of the MSLP program development, extensive consultations have taken place with stakeholders across campus, in addition to members of the SLP community and other post-secondary institutions offering similar programs.

There are currently no competing programs within the province of Saskatchewan. A total of twelve speech-language pathology programs are offered at post-secondary institutions throughout Canada.

The MSLP program has been developed with strong connections to the USask Learning Charter and addresses all five of the learning pursuits.

Curriculum development

Establishing the Master of Speech-Language Pathology program within the School of Rehabilitation Science (SRS) creates opportunities for harmonization with the current Master of Physical Therapy program and the developing Master of Occupational Therapy program. Students across all three programs will benefit from

high-impact and novel interprofessional learning opportunities with the three programs housed within the SRS.

The Master of Physical Therapy program has served as a model for the development of the MSLP curriculum, academic processes, governance, committees and clinical fieldwork education. There is existing expertise within the College of Medicine and SRS faculty and administration to mentor and support the new MSLP program faculty and staff in teaching, research, and administration.

The USask MSLP program is unique in Canada as its curriculum will be tailored to the needs of Saskatchewan's communities, including a focus on rural, remote, and Indigenous populations and a commitment to embedding Indigenous perspectives to support graduates in providing equitable, culturally relevant services upon completion of the program. A curriculum map is included within the program academic proposal and in-depth curriculum development will be ongoing as faculty are recruited for this program. Curriculum development to date has followed the standards of practice developed by the Canadian Alliance of Audiology and Speech-Language Pathology Regulators (CAASPR), Speech-Language and Audiology Canada's Curriculum Standards for Audiology and Speech-Language Pathology and the Truth and Reconciliation Commission of Canada Calls to Action. An Educational Program Specialist embedded within the SRS will further support evidence-based curriculum development for the MSLP program.

Program accreditation

Accreditation standards are established by the Council for Accreditation of Canadian University Programs in Audiology and Speech-Language Pathology (CACUP-ASLP). The accreditation process for the Master of Speech-Language Pathology program has not yet been initiated, however is planned.

The development of the Master of Speech-Language Pathology program proposal would not have been possible without the collaboration and input from faculty and staff within the SRS, the College of Medicine, other colleges and units across campus, clinical community partners, and other Canadian SLP programs. Our engagement with multiple stakeholder groups will continue over the next several months as we prepare for the launch of this program.

Thank you again for reviewing this proposal and to all those who contributed to its development.

Sincerely,



Brenna Bath BScPT, MSc, PhD, FCAMPT
 Director & Professor
 School of Rehabilitation Science
 College of Medicine
 University of Saskatchewan



UNIVERSITY OF SASKATCHEWAN
Governance Office

E290 Administration Building 105 Administration
Place Saskatoon, SK S7N 5A2 Canada Telephone:
(306) 966-6253

Email: governance.office@usask.ca academic_programs@usask.ca

Proposal for New Programs or Curricular Changes

Title of proposal: School of Rehabilitation Science Master of Speech-Language Pathology Program

Degree(s): Master of Speech-Language Pathology (MSLP)

Field(s) of Study: Speech-Language Pathology

Level(s) of Concentration:

Option(s): N/A

Degree College: College of Graduate and Postdoctoral Studies

Contact person(s): Dr. Brenna Bath <brenna.bath@usask.ca> p: (306) 966 6573; Kara Broks <kara.broks@usask.ca>; Dr. Jaswant Singh <Jaswant.singh@usask.ca>

Proposed date of implementation: Fall 2026

Proposal Document

The province of Saskatchewan does not have an educational program for Speech-Language Pathologists. Currently, there is an interprovincial agreement between the provincial government and the University of Alberta for 25 seats for Saskatchewan students in their Master of Science in Speech-Language Pathology Program.

In June 2023, a business case to establish two complementary training programs in speech-language pathology (SLP) and occupational therapy (OT) at the University of Saskatchewan (USask) was submitted to the Ministry of Advanced Education (pending academic approval). Targeted funding for these programs was granted in the 2024-2025 Government of Saskatchewan Budget, and formally announced on June 14, 2024, by the Ministers of Advanced Education and Health.

The proposed Master of Speech-Language Pathology (MSLP) and Master of Occupational Therapy (MOT) programs will be housed in the School of Rehabilitation Science (SRS) within the College of Medicine (CoM), which already offers a Master of Physical Therapy degree (MPT). Developing these programs in parallel allows for many benefits, including the intentional development of interprofessional learning opportunities, the ability to leverage efficiencies in curriculum, and administrative synergies.

While these programs are being developed alongside one another, this proposal will focus solely on the **Master of Speech-Language Pathology program**; the Master of Occupational Therapy program is detailed in a separate proposal.

Accreditation standards for speech-language pathology academic programs in Canada are established by the Council for Accreditation of Canadian University Programs in Audiology and Speech-Language Pathology (CACUP-ASLP). The national academic accreditation standards for Speech-Language Pathologists (SLPs) education require a master's degree that includes a minimum of 350 hours¹ of supervised clinical practicum experience. After completing the program, graduates must also complete additional clinical hours as provincial bodies require. In Saskatchewan, candidates must complete 750 hours of supervised practice and pass the Canadian-Entry-to-Practice Exam (CETP Exam). Provisional licenses allow practice while meeting these requirements.²

Processes to establish full accreditation have been initiated and will continue alongside the implementation of the program to ensure graduates are eligible to write the national exam administered by Speech-Language & Audiology Canada (SAC) and be registered to practice with the provincial regulatory body, the Saskatchewan Association of Speech-Language Pathologists and Audiologists (CSASK).

With the launch of the Master in Speech-Language Pathology (MSLP) and Master of Occupational Therapy (MOT) programs alongside the Master of Physical Therapy (MPT) program, the School of Rehabilitation Science will establish a national model for program alignment and integration. The decision to name the degree "MSLP" rather than "MSc SLP" reflects this harmonization, ensuring consistency across the School's professional programs. This designation underscores the program's strong emphasis on clinical and practical training, preparing graduates for direct entry into practice. It also promotes equity among the programs, aligning with the existing MOT and MPT degrees while distinguishing it from thesis-based MSc programs in related fields.

¹ "Supervised clinical practice is an important component of speech-language pathology education programs, during which a student demonstrates application of the knowledge acquired through their academic course work. While many aspects may be covered during the clinical practicum, this requirement pertains to **direct client contact activities**." [CSASK Application requirements](#) pg. 2

² In Saskatchewan, individuals are required to possess a valid license to practice speech-language pathology and to use the associated professional title. Speech-language pathologists must obtain approval for registration with CSASK before they can work, volunteer, or use these professional titles in the province. <https://csask.ca/applicants/>

1. Academic Justification

a. What is Speech-Language Pathology?

Speech-Language Pathologists (SLPs) are health professionals who identify, assess, and treat individuals with communication (speech, language, and hearing) and/or swallowing disorders across their lifespan, from pediatrics to older adults. Because communication is a key component of daily life, SLPs work in various settings, including schools, hospitals, rehabilitation centers, and private practices.

For SLPs address the interaction between communication, cognition, and mental health, working with people facing a wide range of challenges. Their role is to provide tools and guidance to remove barriers to communication, ensuring that individuals of all ages have “a voice” and a way to effectively learn, engage, and communicate. These skills are essential for successful human connection and an individual’s well-being.

SLPs support individuals in building or reclaiming skills in communication and/or feeding and swallowing. This may include assisting those who have experienced changes due to a stroke or brain injury, as well as those whose unique developmental journeys, such as individuals with autism or cerebral palsy, understand and meet their needs.

SLPs can support Saskatchewan residents with:

- **Speech delays and disorders**, including articulation, phonology³ and motor speech disorders
- **Language delays and disorders**, including expression and comprehension in oral and non-verbal contexts
- **Fluency disorders**, such as stuttering, affecting the flow and rhythm of speech
- **Voice and resonance disorders** including conditions that affect the sound of a person’s voice. These disorders can involve issues with pitch, volume, or quality. These issues can make it difficult for people to speak and for listeners to focus on what is being said.
- **Swallowing and feeding disorders** in adults, children and infants
- **Cognitive-communicative disorders** including social communication skills, reasoning, problem-solving and executive functions

³ [Merriam-Webster](#) defines phonology as “the science of speech sounds including especially the history and theory of sound changes in a language or in two or more related languages”.

- **Pre-literacy and literacy skills** including phonological awareness, decoding, reading comprehension and writing
- **Communication and swallowing disorders related to other issues.** For example, hearing impairments (including cochlear implants), traumatic brain injury, dementia, developmental, intellectual or genetic disorders and neurological impairments

SLPs are instrumental in improving the quality of life for individuals affected by communication and swallowing disorders. These challenges can impact educational achievement, social interaction, and overall well-being. The proposed program will help fill critical gaps, particularly in rural and Indigenous communities, by training SLPs to deliver culturally responsive care. This focus aligns with the university's commitment to social accountability. Furthermore, the College of Speech-Language Pathologists and Audiologists of Saskatchewan (CSASK) underscored this need in their [recent annual report](#).

When considering the impact of an SLP's work, think about your fondest memories; for many, these memories include conversations at family dinners, making friends through extracurricular activities, or learning alongside peers at university. These moments are made possible by your ability to connect, build relationships, and leave a lasting impression. For those with swallowing and feeding difficulties or those who struggle to learn alongside their peers or communicate and connect socially, life can be drastically different. SLPs address these challenges by helping individuals regain or develop the ability to communicate and swallow. They support not only the physical aspects of these abilities but also the cognitive and emotional well-being of their clients. This holistic approach ensures that individuals can build relationships, engage in meaningful activities, and achieve overall health and well-being.

In "[Part One: Framing Communication Accessibility in the Canadian Context](#)" of their Communication Access Report, the Inclusive Design Research Centre estimates that approximately 4.1- 4.8 million Canadians are living with a communications disability. Abraham Maslow's hierarchy of basic human needs (1943) identified five critical components, one of which included love and belonging; the need for intimate relationships and friendships. Whether you are a preschooler exploring ways to socialize and connect with others, a school-aged child developing skills to read, write, and express yourself, a neurodivergent individual embracing your unique way of experiencing the world, or an adult adapting to changes after a brain injury or stroke, everyone deserves the opportunity to effectively engage, learn, and communicate in ways that work best for them.

For more detailed information on where SLPs work, what they do, and the types of interventions they undertake, please see APPENDIX A: The Speech-Language Pathology Profession.

b. The Value of a Speech-Language Pathology Academic Program

The proposed Master of Speech-Language Pathology (MSLP) program will be the first and only Speech-Language Pathology professional program in Saskatchewan. The MSLP program provides a highly sought after graduate opportunity at the University of Saskatchewan for students to further their studies in an established health profession. Typical entry pathways

into existing Speech-Language pathology academic programs are graduates from education, kinesiology, linguistics and psychology programs. Having the MSLP USask program will allow for continued and potential new collaborations with other current academic programs for learning opportunities, resources, and research.

Currently, an interprovincial agreement with the University of Alberta allocates 25 seats annually for Saskatchewan students⁴. A USask-based program would provide a more stable source of SLP graduates likely to practice in the province, reducing financial burdens on students who currently must study out of province. Investing in homegrown programming will help retain more Saskatchewan students, who are more likely to build their lives here. This will enable team-based care training with other health profession learners, leading to more efficient service provision in education and health systems for Saskatchewan.

Establishing a Master of Speech-Language Pathology (MSLP) program in Saskatchewan aligns with the 2022 [Health Human Resources Action Plan](#), which aims to expand training for professions not currently educated within the province. In 2023, Saskatchewan had **~35 SLPs per 100,000 people**, totalling 418 SLPs for a population of 1.2 million ([CSASK, Annual Report 2023](#)). This number is relatively low compared to best practice rates globally. For instance, in the [United States](#), there are an average of 60.8 SLPs per 100,000 people, with rates varying from 47.3 at the lowest to 82.6 per 100,000 at the highest. This highlights a critical need for more SLPs to address healthcare demands across the province, this need is especially notable in rural and remote areas.

The growing demand for SLPs in Saskatchewan is driven by an aging population, increased awareness of communication disorders, and expanded healthcare and education services. For example, Saskatchewan has implemented newborn Cytomegalovirus (CMV) screening (CMV is relatively common and is the leading cause of non-genetic hearing loss in Saskatchewan⁵), which will increase the number of children who require ongoing hearing testing and interventions with an SLP. By providing high-quality education and training, the MSLP program will prepare graduates to deliver exceptional care, improve health outcomes, and contribute to the well-being of diverse communities in Saskatchewan.

Establishing the MSLP program within the School of Rehabilitation Science (SRS), which has an existing Master of Physical Therapy (MPT) program and proposed Master of Occupational Therapy program, will create opportunities for high-impact interprofessional learning with other health professional programs and beyond. Evidence shows that interdisciplinary teams

⁴The University of Alberta reserves 25 spots for Saskatchewan residents in its SLP program, an increase of five seats for Saskatchewan residents since 2024. <https://www.ualberta.ca/en/communications-sciences-and-disorders/programs/msc-in-speech-language-pathology/admissions/index.html>

⁵ CMV infection is relatively common (6 to 7 cases per 1000 births) and it is the most common cause of acquired congenital hearing loss. [https://rrpl-testviewer.ehealthsask.ca/SCI/Requisitions/Screening%20Programs%20-%20Newborn%20Screening/Newborn%20Screening%20Booklet%20for%20Health%20Care%20Providers%20PILOT1\].pdf](https://rrpl-testviewer.ehealthsask.ca/SCI/Requisitions/Screening%20Programs%20-%20Newborn%20Screening/Newborn%20Screening%20Booklet%20for%20Health%20Care%20Providers%20PILOT1].pdf)

improve client outcomes when members understand each other's roles, trust, communicate, and collaborate (Donnelly et al., 2013). Speech-Language Pathologists work alongside many education and health-based professions including: audiologists, psychologists, social workers, educators, family doctors, dentists, psychiatrists, otolaryngologists (or Ear, Nose and Throat specialists), pediatricians, and occupational therapists. To allow for greater opportunities for interprofessional learning, the School of Rehabilitation Science is working to intentionally harmonize, wherever possible, the three rehabilitation programs that will ultimately exist within the School (MOT, MSLP, and MPT). This aligns with the University Plan 2025's aim to foster vibrant collaboration across disciplines.

The MSLP program will actively work towards reconciliation as per the Truth and Reconciliation Commission's Call to Action #23⁶ by providing a graduate-level opportunity to increase the number of Indigenous healthcare professionals in the SLP profession and ensuring that all SLPs are provided with cultural competency training. Student and faculty resources that are unique to the SRS, such as the nistotamawin circle, will help strengthen current and build new relationships between the School, and communities and other organizations, grounded in Indigenous perspectives.

Integrating the MSLP program within the SRS is an opportunity to strategically harmonize healthcare professional programming unlike any existing program in Canada. The MPT program will serve as a model for developing the MSLP curriculum, academic processes, governance, committees and clinical education. There is existing expertise within the College of Medicine and SRS faculty and administration, to mentor and support the new MSLP program faculty and staff in teaching, research, and administration. There is also an opportunity to foster collegial relationships that support learning, service and research across all three programs in the SRS and beyond.

The MSLP program will significantly enhance USask's contributions across various sectors, including health care, health promotion, corrections and justice services, social services, mental health services, school systems, and substance use services. By consistently training SLP graduates who are likely to stay in the province, the program will boost our capacity to meet both current and future demand from our healthcare system. This will ensure equitable access to care and improve health outcomes for individuals and communities throughout Saskatchewan.

⁶ Truth and Reconciliation Commission (TRC) Call to Action #23 focuses on increasing the number of Aboriginal professionals in the healthcare field. It calls upon all levels of government to:

- i. Increase the number of Aboriginal professionals working in the healthcare field;
- ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities;
- iii. Provide cultural competency training for all healthcare professionals.

c. Strategic Objectives

The Master of Speech-Language Pathology (MSLP) program is designed to complement existing USask programming and will advance the strategic priorities articulated in the [University Plan 2025](#), the [College of Medicine Strategic Plan](#) and the SRS Strategic Plan.

The MSLP program aligns with and uplifts the [University Plan 2025](#) in the following ways:

- **Courageous Curiosity:** The program will foster interdisciplinary learning and research, encouraging students to become expert consumers of research, able to engage in innovative practices and contribute to the advancement of the field, supporting the university's commitment to foster a culture of curiosity and innovation.
- **Boundless Collaboration:** By partnering with local and regional healthcare providers, the program will strengthen community connections and enhance collaborative care models. This supports the university's goal of building strong, diverse community connections and providing collaborative learning experiences for students.
- **Inspire Communities:** Graduates will improve the health and well-being of communities by addressing communication and swallowing disorders, thereby enhancing quality of life and social participation of Saskatchewan residents. This aligns with the university's mission to inspire communities by enhancing overall health and wellness.

The MSLP program will support the College of Medicine's [strategic priorities](#) related to high-quality education and social accountability:

- **Quality Education and Training:** By engaging with community partners and regularly updating curriculum content to reflect emerging needs of the community, the MSLP program will ensure that graduates are well-prepared to meet the evolving needs of the field. By cultivating a workforce of skilled and compassionate practitioners, the MSLP program will contribute to the College's objective of producing healthcare providers equipped to address provincial health challenges.
- **Social Accountability and Inclusivity:** The MSLP program will prioritize recruiting students from diverse backgrounds, including Indigenous communities. By focusing on culturally relevant and responsive care, the program reinforces the College's dedication to health equity and its mandate to support a sustainable workforce in underserved communities across Saskatchewan. There will be an intentional effort to provide all students with exposure to underserved populations and communities including rural and remote areas through clinical placements and other curricular elements.
- **Strengthen Research Capacity:** The MSLP program prioritizes professional citizenship and in alignment with the accreditation standards of the profession, students and faculty will participate in research and scholarship activities to advance care in the community. This MSLP program creates an opportunity for interdisciplinary research

partnerships within the College of Medicine, across the campus and with community partners.

The SLP program was created using the School of Rehabilitation Science's [principles and values](#), including a commitment to advancing diversity, equity, and human dignity, and a commitment to communities. The program will contribute to the achievement of the School's [strategic priorities](#) in many ways, including:

- **Community-Centered Health and Wellness:** The MSLP program will provide high-quality, evidence-based education to prepare students for a dynamic healthcare environment. By incorporating best practices in curriculum design and experiential learning, the program aligns with the School's goal of creating "engaging, accessible, and transformative" educational experiences. With hands-on clinical placements and an emphasis on culturally safe care, students will gain practical skills to serve Saskatchewan's rural, Indigenous, and underserved communities.
- **Inclusive, Collaborative Learning Environments:** Through thoughtfully developed interprofessional education opportunities and hands-on learning experiences, the MSLP program will address the significant need for speech-language pathology services within Saskatchewan, focusing on reducing health disparities in rural and Indigenous populations. By recruiting students from diverse backgrounds and prioritizing community partnerships, the program will uphold the School's mission of social responsibility and engagement.

d. Target Student Demographics

The goal of the Master of Speech-Language Pathology (MSLP) program is to ensure equitable access to health profession training and to support graduates to stay and practice in Saskatchewan. Our recruitment efforts will be deliberately broad, including targeted recruitment campaigns for recent graduates from various undergraduate programs and for professionals seeking career changes (potential examples: kinesiologists, educational assistants, teachers, and social workers).

The MSLP program will respond to the [Truth and Reconciliation Commission's Calls to Action](#) by investing in recruitment and retention of Indigenous learners. We also hope to recruit and retain learners from rural locations who may choose to return to their home community, offering a pathway to a rewarding profession in healthcare, aligning with the province's desire to support worker mobility. Admissions will prioritize Canadian Indigenous Peoples and Saskatchewan residents via admissions policy (detailed in the admissions section of this proposal).

e. Similar and Competing Programs

There are currently twelve accredited SLP programs in Canada (seven English and five French). The English programs are offered at the following institutions:

1. Dalhousie University
2. McGill University

3. McMaster University
4. University of Alberta
5. University of British Columbia
6. University of Toronto
7. Western University

The most comparable programs are at the University of Alberta Edmonton Campus and Western University, each with student cohorts of 40 per year. In addition to this 40-student cohort at the University of Alberta (U of A) Edmonton campus, they have 15 seats at their Augustana campus in Camrose, AB and an additional 25 seats for Saskatchewan residents via an interprovincial agreement, for a total of 80 students.

Despite other SLP programs in Canada, the occupational group of audiologists and speech-language pathologists⁷ is expected to face a labour shortage from 2022-2031. New job openings are projected to total 6,400, while only 6,200 new job seekers are expected to fill them ([Statistics Canada, Canadian Occupational Projection System, 2021](#)). This shortfall highlights the need for the proposed graduate USask Master of Speech-Language Pathology (MSLP) program, which can help meet the demand for speech-language pathologists in Saskatchewan and beyond. The lack of a local master's program contributes to this issue, as out-of-province trained professionals are less likely to return to work in Saskatchewan. The shortage is particularly acute in rural communities, where access to SLP services is limited. Establishing a master's program in Speech-Language Pathology at the University of Saskatchewan will address the provincial shortage, support local communities, and contribute to the national workforce.

The Speech-Language Pathology program at USask will be unique from other programs in Canada in the following ways:

Engagement with the Clinical Community

Engagement with the clinical community during program development and once implemented will ensure the Saskatchewan context is emphasized in the program.

Comprehensive and Inclusive Curriculum

The USask MSLP program will offer a comprehensive and inclusive curriculum rooted in evidence-based practice. It will emphasize an evolving understanding of Indigenous health perspectives, practices, and ways of knowing, alongside a strong focus on equity, diversity, and inclusion within speech-language pathology practice.

⁷ The CSASK [Annual Report 2023](#) noted 45 registered Audiologists and 418 SLPs in Sask. Typically, in Canada, there is approximately 1 audiologist for every 10 SLPs.

Integration and Experiential Learning

A curriculum focused on the integration and consolidation of theoretical knowledge with diverse experiential learning in various community contexts unique to Saskatchewan.

Interprofessional Education

There will be an emphasis on interprofessional education with The Master of Speech-Language Pathology and Master of Physical Therapy programs within the School of Rehabilitation Science (SRS) and external professional programs, such as Nursing and Dentistry, preparing graduates to work as part of collaborative interdisciplinary teams.

Unique Student and Faculty Resources

Student and faculty resources unique to the SRS, such as the nistotamawin circle, will help strengthen current and build new relationships between the School, and communities and other organizations, grounded in Indigenous perspectives.

Integrating the MSLP program within the SRS is an opportunity to strategically harmonize healthcare professional programming unlike any existing program in Canada. The MPT program will serve as a model for developing the MSLP curriculum, academic processes, governance, committees and clinical education. There is existing expertise within the College of Medicine and SRS faculty and administration, to mentor and support the new MSLP program faculty and staff in teaching, research, and administration. There is also an opportunity to foster collegial relationships that support learning, service and research across all three programs in the SRS and beyond.

2. Admissions Requirements

Efforts will be undertaken to harmonize admissions requirements and processes with other programs in the SRS where practical and warranted. Admissions information for the Master of Speech-Language Pathology (MSLP) program was developed following consultation with the Admissions Committee Chair of the SRS Master of Physical Therapy (MPT) program. Additionally, an environmental scan and collaborations with other peer SLP academic programs were utilized to develop the following admissions criteria for the proposed MSLP program.

a. Speech-Language Pathology Program Admission Requirements

Residency Requirements

Applicants to the Master of Speech-Language Pathology program must satisfy the following residency qualifications:

- Applicants applying for a seat designated for an Indigenous student must be Canadian citizens.

- Other applicants must be Canadian citizens or landed immigrants AND be residents of the Province of Saskatchewan or of the Yukon, Northwest or Nunavut Territories. The Saskatchewan residency requirement may be waived at the discretion of the School of Rehabilitation Science Admissions Committee.
- An applicant is considered a “resident” if one of the following conditions applies:
 - The applicant has established their primary place of residence in Saskatchewan or one of the Yukon, Northwest or Nunavut Territories, at least one calendar year immediately prior to September 1 in the year of proposed admission.
 - Irrespective of the current place of residence of the applicant, the applicant's family home (the home of parents, legal guardians, foster parents or spouse), is in Saskatchewan, or one of the Yukon, Northwest or Nunavut Territories.
 - The applicant is a graduate of the University of Saskatchewan, the University of Regina or other degree-granting colleges in Saskatchewan.
 - The applicant is currently serving or is a member of a family unit in which the parents, legal guardians or spouse are serving in the Armed Forces or R.C.M.P., and the family unit has been transferred to Saskatchewan or one of the Yukon, Northwest or Nunavut Territories.

Academic Requirements

- Successful completion of a four-year Undergraduate degree (120 credits) or equivalent, from a recognized college or university in any academic field of study.
- A cumulative weighted average of at least 70% or higher in their most recent 60 credits.
- Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. These scores are set to align with the College of Speech-Language Pathologists and Audiologists of Saskatchewan (CSASK) requirements for licensure and are higher than the minimum required by the College of Graduate and Postdoctoral Studies. Acceptable test scores are as follows:
 - TOEFL: a minimum of 22 in reading, 24 in writing and 26 in both speaking and listening (out of a total of 30 in each component).

- IELTS: a minimum score of 8 in listening, and 7.5 out of 9 in speaking, reading, and writing.⁸
- Successful completion of the required pre-requisite courses with an academic grade of 70% or higher in each pre-requisite course (or approved alternate courses from an accredited post-secondary institution) and an overall average of 75% among all pre-requisite courses:
 - Indigenous Studies – 3 credit units (e.g.: courses included in the College of Arts and Science [Indigenous Learning Requirement](#), [KIN 306.3](#), [EFDT 265.3](#), [ECUR 265.3](#), OR equivalent)
 - Basic Human Anatomy or Neuroanatomy – 3 credit units (eg: [CPPS 310.3](#), [CPPS 221.3](#), [PSY 242.3](#), [PSY 246.3](#), or equivalent)
 - Introductory Linguistics – 3 credit units ([LING 111.3](#) or equivalent)
 - Introductory Phonetics – 3 credit units ([LING 242.3](#) or equivalent)
 - Psychology – 3 credit units (any course at any level from an accredited post-secondary institution in Psychology)
 - Statistics – 3 credit units ([STAT 245.3](#), [STAT 246.3](#), [PLSC 214.3](#) or equivalent)
 - Additional courses that are highly recommended, but not required: any course at any level in sociology, social science, neuroscience, research design, physiology, neuroanatomy, women and gender studies.

Non-Academic Requirements

- Completion of the situational judgement test, Computer-Based Assessment for Sampling Personal Characteristics (CASPer® Online)
- Completion of a written submission – a maximum of 300 words (based on a question prompt unique to each year provided to each applicant by the SRS Admissions Committee).

⁸ Note that to align with CSASK application requirements for licensure in the province, these scores are higher than peer programs and typical USask CGPS requirements. CSASK licensure requirements can be found on their webpage: <https://csask.ca/wp-content/uploads/2024/09/CSASK-Application-Requirements-AUD-and-SLP-and-Supplementary-Information.pdf>

b. Admission Selection Criteria

Applicants will be competitively ranked for acceptance to the program, based on the following ratio:

University Academic Average: 60%

Situational Judgement Test: (CASPer®): 32%

Personal Submission Responses/Statement of Interest: 8%

The Master of Speech-Language Pathology (MSLP) program will maintain up to **eight seats designated for Indigenous applicants**. Applicants choosing to apply for these designated seats must indicate this on the online application and must also meet all usual entry requirements. Verification of Indigenous Membership / Citizenship at USask is led and determined by the *deybwewin | taapwaywin | tapwewin*: Indigenous Truth Policy and Standing Committee in accordance with the processes developed to enact the policy. Verification of Indigenous Membership/Citizenship with documentation is a condition of acceptance for seats designated for Indigenous applicants.

c. Admissions Categories and Models

There will be two categories of admissions for the SRS: general pool admissions and up to eight seats designated for Indigenous applicant admissions⁹. This is a non-direct entry program, and admissions will be determined as outlined above via ranked competitive entry.

d. Admission Intake

A total of 40 students will be admitted to the program per year. There will be no transfer students for any specific groups of applicants or programs.

There will be up to 8 seats designated for Indigenous applicants from across Canada.

e. Application Process and Timelines

The Master of Speech-Language Pathology (MSLP) program will intake students in September, with the admissions window opening the previous October. For the first year of the program, our intention is to open admissions in alignment with other Canadian Speech-Language Pathology Programs, in October of 2025, to intake students in September of 2026. We will align admissions timelines for all SRS programs as it is anticipated that applicants may

⁹ Indigenous students are first considered in the general pool of applicants and if not chosen there, will be moved to the admissions pool designated for Indigenous applicants.

be applying for more than one program within the SRS. The application cycle is anticipated to follow this timeline for the first year, as an example:

- Online applications open early October 2025 and close December 2025.
- File review for completeness and meeting eligibility requirements will occur January–March 2026
- Admission offers will be sent out by email May 2026, offers expire two weeks later
- Provisional acceptances are confirmed by June 2026
- For applicants with courses ‘in-progress’ at the time of application, one copy of their official in-progress transcript must be received by January 2026 and one copy of their final official transcript must be received by June 2026. The final transcript must include final grades for all degrees and pre-requisite requirements and the awarded degree.

Admissions will be managed by an admissions lead and an admissions support person.

Students will be charged a College of Graduate and Postdoctoral Studies application fee. <https://cgps.usask.ca/>

f. Marketing and Promotion of New Program

A draft communications plan can be found in [Appendix B](#).

g. Admissions Appeal Process

The admissions appeal process will follow the College of Graduate Studies appeal procedures.

h. Transfer Credit

Transfer credits will not be assessed for admission to this program. The shortened nature of the program requires that all students complete the entire program. In the event of a special case, transfer credits would be assessed by the CGPS/SRS on a case-by-case basis after admissions has been completed, in accordance with the [CGPS policy](#).

3. Description of the Program

The Master of Speech-Language Pathology (MSLP) program at USask will address specific provincial needs and leverage a unique interdisciplinary approach within the SRS. Like other Canadian programs, the MSLP will meet regulatory standards, including the completion of the Canadian Entry to Practice Exam, 350 hours of supervised clinical practicum experience, and 750 hours of supervised practice. However, it will distinguish itself through a curriculum tailored to the needs of Saskatchewan’s communities, including a focus on rural and

Indigenous populations and a commitment to embedding Indigenous perspectives and cultural humility¹⁰.

The following section describes the curricular structure of the proposed 27-month Master of Speech-Language Pathology degree. The MSLP curriculum presented here will be progressively elaborated as core faculty are recruited to develop the proposed courses further. A curriculum committee will be formed as soon as possible to more fully articulate course requirements and syllabi.

The College of Speech-Language Pathologists and Audiologists of Saskatchewan (CSASK) establishes the essential academic and supervised clinical practice hours needed for speech-language pathologists to begin practicing in Saskatchewan. CSASK mandates that a master's degree is the minimum educational requirement for entry to practice. The National Speech-Language Pathology Competency Profile and Curriculum Standards (linked below) detail the essential skills and abilities required for speech-language pathologists. The MSLP curriculum is designed to meet these competencies and the CSASK requirements. The following documents were used to support curriculum design:

- Canadian Alliance of Audiology and Speech-Language Pathology Regulators (CAASPR)'s [National Speech-Language Pathology Competency Profile](#), 2018
- Speech-Language and Audiology Canada's [Curriculum Standards for Audiology and Speech-Language Pathology](#), 2021
- The [CSASK Application Requirements - Supplementary Information](#), 2024
- [Canadian Entry-to-Practice \(CETP\), Speech-Language Pathology Examination Summary Chart](#)
- [Truth and Reconciliation Commission of Canada Calls to Action](#), 2015

The two-year Master of Speech-Language Pathology program offers a comprehensive educational experience. Throughout the program, students gain hands-on experience through clinical placements, applying theory in real-world settings to prepare for entry-level practice. A competency map can be found in [Appendix C](#), and following table outlines the course progression of the program as well as a competency narrative that describes how each course contributes to the educational experience of our learners, resulting in prepared entry-

¹⁰ "Cultural humility is active engagement in an ongoing process of self-reflection that informs deeper understanding and respect of cultural differences. Increased cultural humility can lead to behaviors, programs, policies, practices, and services that are more culturally appropriate." <https://www.cdc.gov/global-health-equity/php/publications/cultural-humility.html>

level clinicians:

Year/Module	Term	Course	Course Descriptions	Competency Narrative
YEAR 1 MODULE 1	Fall	SLP 811 Intro to SLP and the Fundamentals of Speech Language Sciences	<p>This course combines foundational knowledge of the anatomy, neuroanatomy, and physiology of the speech production and swallowing mechanisms with speech science, focusing on speech production, acoustic phonetics, and perception. It aims to equip students with comprehensive insights necessary for proficient communication with professionals across medical and dental fields, ensuring readiness for practical applications and clinical settings.</p>	<p>The courses in Module 1 lay the foundational knowledge essential for understanding the basics of speech-language pathology. "Intro to SLP and the Fundamentals of Speech Language Sciences" provides a comprehensive overview of the anatomy, neuroanatomy, and physiology of speech production and swallowing mechanisms, along with speech science. "Child Speech Language Development & Disorders" builds on this foundation by focusing on the principles, assessment, and intervention strategies for speech and language disorders in children. These courses prepare students for their first clinical placement by equipping them with the necessary theoretical knowledge and introductory practical skills.</p>
YEAR 1 MODULE 1	Fall	SLP 801 Child Speech Language Development & Disorders	<p>This course explores the principles, assessment, identification, and intervention strategies for speech sound disorders and language development disorders in children, from birth through school age. It prepares students with essential knowledge and skills for clinical practice, ensuring culturally and linguistically responsive approaches in diverse settings. Topics include phonological disorders, including typical and atypical speech sound development and theoretical frameworks, and the study of language development and disorders. It addresses the characteristics, assessment, and treatment of speech sound and language disorders, emphasizing developmental disorders such as cleft palate, childhood apraxia of speech, DLD, and dyslexia. Students will engage with video observations, practical assignments, and laboratory experiences that offer practical experience in implementing assessment plans and intervention tactics. The course highlights</p>	

Year/Module	Term	Course	Course Descriptions	Competency Narrative
			<p>the impact of these disorders on educational, psychosocial, and vocational domains, addressing the challenges faced by multilingual learners. Learners gain an introductory level competency in professionalism, communication, and speech-language pathology expertise.</p>	
YEAR 1 MODULE 1	Fall	SLP 901 Clinical Placement 1	<p>This is a clinical placement course that introduces students to clinical education in Speech-Language Pathology. This early setting supports students in creating a context for SLP practice, which can be built upon during classroom and lab learning and sets a foundation for future placements.</p>	
YEAR 1 MODULE 2	Winter	SLP 812 Motor Speech and Oral Motor Disorders	<p>This course provides an advanced examination of motor speech disorders, including both congenital and acquired dysarthria and dyspraxia, along with resonance disorders affecting the velopharyngeal mechanism. It will prepare students to assess, diagnose, and manage these disorders, integrating evidence-informed practices and addressing the psychosocial and vocational impacts on individuals. The course covers the neurological basis and clinical characteristics of motor speech disorders, including the effects on respiratory, phonatory, resonatory, articulatory, and prosodic features of speech. It explores the theoretical frameworks and etiological factors relevant to motor speech and resonance disorders. Students will gain expertise in instrumental and perceptual assessment techniques and apply systematic management strategies. Special emphasis is placed on resonance disorders, understanding their etiologies—including structural, neurogenic, and learning factors—and their impact on</p>	<p>Module 2 advances the understanding of motor speech and oral motor disorders, as well as adolescent and adult speech-language development and disorders. "Motor Speech and Oral Motor Disorders" delves into the assessment, diagnosis, and management of motor speech disorders, while "Adolescent and Adult Speech Language Development & Disorders" covers acquired language and cognitive-communication disorders. This module prepares students for more complex clinical scenarios and builds on the foundational knowledge from Module 1,</p>

Year/Module	Term	Course	Course Descriptions	Competency Narrative
			communication. Additionally, the course examines the broader psychosocial, educational, and vocational implications of these disorders, highlighting their relationships with related neurological or developmental conditions.	ensuring readiness for the second clinical placement.
YEAR 1 MODULE 2	Winter	SLP 802 Adolescent and Adult Speech Language Development & Disorders	This course is designed to equip students with a comprehensive understanding of acquired language and cognitive-communication disorders in adolescents and adults. Emphasizing evidence-based approaches, it covers the neurophysiological underpinnings, diagnostic methods, and management strategies necessary for effective clinical practice.	
YEAR 1 MODULE 3	Spring	SLP 902 Clinical Placement 2	This is a clinical placement course that takes place in approved facilities and community agencies to apply and integrate the core knowledge and skills of speech language pathology. At this early stage, students further develop foundational knowledge in SLP by observing and practicing introductory clinical skills with professional SLPs in a practice context.	In Module 3, students engage in their second clinical placement, applying and integrating the core knowledge and skills acquired in previous modules. This placement focuses on developing foundational clinical skills through observation and practice in real-world settings, under the supervision of professional SLPs. The experience gained here is crucial for building confidence and competence in clinical practice.

Year/Module	Term	Course	Course Descriptions	Competency Narrative
YEAR 1 MODULE 4	Spring	SLP 813 Hearing Disorders & Aural Rehabilitation	This course aims to provide an in-depth understanding of hearing science, hearing disorders, and their impact on speech and language. It prepares students to effectively diagnose, treat, and rehabilitate individuals with hearing impairment, integrating evidence informed contemporary approaches, and technological advancements into practice.	Module 4 focuses on hearing disorders, aural rehabilitation, and fluency disorders. "Hearing Disorders & Aural Rehabilitation" provides an in-depth understanding of hearing science and the impact of hearing disorders on speech and language. "Fluency Disorders: Assessment & Treatment" equips students with the knowledge and skills to assess, diagnose, and treat fluency disorders. This module builds on the clinical experience from Module 3 and prepares students for more specialized clinical placements.
YEAR 1 MODULE 4	Spring	SLP 814 Fluency Disorders: Assessment & Treatment	This course aims to provide students with in-depth knowledge and clinical competencies related to fluency disorders, including stuttering and cluttering. It prepares students to effectively assess, diagnose, and treat individuals with fluency disorders, using evidence informed practice to tailor interventions to the multifaceted nature of these conditions.	
YEAR 1 MODULE 5	Summer	SLP 815 Voice, Hearing, and AAC	This course offers a comprehensive exploration of voice science and its critical role in communication. Students will study the anatomy and physiology of voice production, distinguishing between normal and pathological voice conditions, and examining the influence of various factors on vocal performance. Advanced treatment methodologies and aural (re)habilitation strategies will be developed for individuals with hearing loss, focusing on their impact on voice and communication. Additionally, students will investigate the application of augmentative and alternative communication devices, virtual service delivery models, and digital health platforms. The course emphasizes evidence-informed practices, the psychosocial ramifications of hearing and voice disorders, and the importance of interdisciplinary collaboration.	In Module 5, students explore voice science, hearing, and augmentative and alternative communication (AAC). The course "Voice, Hearing, and AAC" covers the anatomy and physiology of voice production, treatment methodologies for voice disorders, and the use of AAC devices. This module emphasizes evidence-informed practices and interdisciplinary collaboration, preparing students for advanced clinical placements and specialized roles in SLP.

Year/Module	Term	Course	Course Descriptions	Competency Narrative
YEAR 2 MODULE 6	Fall	SLP 816 Dysphagia, Voice and Resonance	<p>This course offers an in-depth exploration of normal and abnormal eating and swallowing processes across the lifespan, focusing on the anatomy, physiology, and neurophysiology of the upper aerodigestive tract. Students will develop the knowledge and clinical skills needed to effectively diagnose, assess, and manage dysphagia using evidence-informed practice and instrumental techniques such as VFSS and FEES. This course explores the social, cultural, ethical, and psychosocial impacts of dysphagia while preparing students to apply tailored therapeutic and management strategies. Additionally, the course delves into the anatomy, physiology, and clinical management of voice and resonance disorders. Through this, students will gain the expertise required to assess, diagnose, and implement evidence-informed interventions for individuals with voice and laryngeal airway disorders, as well as resonance disorders, across the lifespan. Students will develop evidence-informed recommendations, identify potential referrals, and strengthen their capacity for multidisciplinary collaboration, addressing the educational and vocational implications of these disorders.</p>	<p>Module 6 delves into dysphagia, voice, and resonance disorders, as well as integrated SLP practices and neurodiversity. "Dysphagia, Voice and Resonance" focuses on the diagnosis, assessment, and management of eating and swallowing disorders, while "Integrated SLP Practices and Neurodiversity" covers the principles of neurodiversity and comorbid disorders. This module prepares students for their third and fourth clinical placements by providing advanced knowledge and skills for managing complex cases.</p>

Year/Module	Term	Course	Course Descriptions	Competency Narrative
YEAR 2 MODULE 6	Fall	SLP 803 Integrated SLP Practices and Neurodiversity	<p>The course integrates principles of neurodiversity with an understanding of comorbid disorders, such as ASD, ADHD, and EBD. It provides a thorough exploration of biopsychosocial frameworks and health psychology approaches to enable positive behavior change and support. Students will learn to account for cultural and linguistic factors and understand the psychosocial effects of communication disorders on clients and their significant others. The course also covers medical interventions' impacts on communication and related functions. Through this course, students will develop skills in interviewing, counseling, and creating family-centered, inclusive interventions. Learners will also gain an understanding of the leadership, management and advocacy roles of speech-language pathologists within diverse contexts of practice.</p>	
YEAR 2 MODULE 7	Winter	SLP 903 Clinical Placement 3	<p>This is a clinical placement course that takes place in approved facilities and community agencies for students to apply and integrate knowledge and skills of Speech-Language Pathology. Prior to their placement, students will have in-class preparation in communication, culturally relevant practices, and S assessment. Students are expected to be active participants in their placement conducting assessments, applying emerging concepts of clinical reasoning, and building therapeutic relationships. Students will experience a more complex caseload relevant to the content from previous courses.</p>	<p>In Module 7, students participate in their third and fourth clinical placements, applying and integrating advanced knowledge and skills in diverse clinical settings. These placements focus on complex SLP interventions, enhancing clinical reasoning and decision-making, and preparing students for more autonomous roles in clinical practice.</p>

Year/Module	Term	Course	Course Descriptions	Competency Narrative
YEAR 2 MODULE 7	Winter	SLP 904 Clinical Placement 4	<p>Students will gain practical experience in approved facilities and community agencies to apply and integrate knowledge and skills of Speech-Language Pathology. This clinical placement focuses on complex SLP interventions, enhancing clinical reasoning and decision-making. It prepares students for more autonomous roles and strengthens competencies critical to SLP functions. This course is designed to provide a diversity of experience and advanced clinical skills with a more complex caseload relevant to the content from previous courses.</p>	
YEAR 2 MODULE 8	Spring/Summer	SLP 817 Language & Literacy Remediation Across the Lifespan	<p>This course explores the conditions affecting language, literacy, and cognitive functions from early development through adulthood. By examining both congenital and acquired disorders, such as learning disabilities, genetic disorders, traumatic brain injury, right hemisphere dysfunction, and dementia, students will investigate the underlying neuropathologies, differential diagnosis, assessment, and management strategies. Key areas of focus include the sounds of speech (phonology), the structure of words and sentences (grammar), the meaning of words and sentences (semantics), the use of language in social contexts (pragmatics), and cognitive functions across various communication genres. Students will use evidence-based approaches to support clients' communicative and social participation, ensuring a comprehensive understanding of the challenges and interventions associated with developmental delays and acquired conditions.</p>	<p>Module 8 explores language and literacy remediation across the lifespan. The course "Language & Literacy Remediation Across the Lifespan" covers conditions affecting language, literacy, and cognitive functions, from early development through adulthood. This module emphasizes evidence-based approaches and prepares students for their final clinical placements and capstone projects.</p>

Year/Module	Term	Course	Course Descriptions	Competency Narrative
YEAR 2 MODULE 8	Spring/Summer	SLP 804 Capstone Project: Clinical Research, Policy, and Practice Innovation	<p>This capstone course offers a flexible and interdisciplinary framework for students to design and conduct a project that reflects their specific interests and career goals. With an emphasis on Universal Design for Learning (UDL) principles, students can select pathways such as research, policy development, or business innovation. The course includes advanced clinical research methodologies, exploring both quantitative and qualitative methods, as well as principles of evidence-based practice. Students will critically evaluate assessment procedures and treatment efficacy in areas such as hearing disorders and related communication challenges. Learners will refine their professional knowledge, identify personal strengths and areas for development, and craft individualized development plans. Through collaboration with peers and mentors, students will enhance their project management, implementation, and presentation skills. The course culminates in a comprehensive presentation that showcases their findings and application of evidence-based strategies, demonstrating readiness for professional practice.</p>	
YEAR 3 MODULE 9	Fall	SLP 905 Clinical Placement 5	<p>Students will gain practical experience in approved facilities and community agencies to apply and integrate foundational knowledge and skills of Speech-Language Pathology. Focused on diverse cases, this placement fosters independent case management and interprofessional teamwork, solidifying professional identity as students handle complex cases with limited supervision.</p>	<p>In Module 9, students engage in their final clinical placements, focusing on independent case management and interprofessional teamwork. These placements solidify professional identity and prepare students for entry-to-practice roles. The</p>

Year/Module	Term	Course	Course Descriptions	Competency Narrative
YEAR 3 MODULE 9	Fall	SLP 906 Clinical Placement 6	Students will gain practical experience in approved facilities and community agencies to apply and integrate advanced knowledge and skills of Speech-Language Pathology. This placement prepares students for full caseload management, specialized complex client care, and a focus on professional identity to support the application of competencies at an entry-to-practice level.	capstone project allows students to design and conduct a project that reflects their specific interests and career goals, demonstrating readiness for professional practice.
Continuous Enrollment		SLP 990	This course supports independent and guided learning experiences to support professional development and growth, based on National Speech-Language Pathology Competency Profile.	Students are registered in this course in every term throughout the calendar year to maintain continuous enrollment. Concepts may include policies and procedures or student presentations.

Overall, the first year of the MSLP program centers on the foundational principles of speech-language pathology. The focus of the courses is on bridging theory and practice, achieved through lectures, interactive workshops and collaborative projects, laying the groundwork for future clinical experiences. Clinical placements and experiences spread throughout the program afford students the opportunity to apply theoretical knowledge in practical settings, gaining hands-on experience under the guidance of faculty, instructors and seasoned professionals. A blend of classroom learning and practice in professional settings ensures students are well-prepared to take on a variety of clinical scenarios with confidence.

The second year of the program focuses on advanced practice, where students refine their skills through specialized modules and comprehensive clinical consolidation. Intensive clinical placements provide opportunities for engagement with diverse populations and exposure to a variety of communication disorders. As students progress through the latter part of the program, the focus is on honing expertise, fostering professional growth, and preparation for successful careers as skilled and compassionate speech-language pathologists.

There are 3 promotion points across each respective program. Promotion Points typically occur following completion of academic modules and prior to advancement to clinical

placements. Typically, promotion points occur in April/May of first year, December/January of second year, and June/July of second year. Students will advance through the program in accordance with existing SRS policies, found here:

[Academic Expectations, Academic Advancement and Promotion](#)

[Examination Regulations](#)

More detailed curricular information can be found in the appendices, including a draft curriculum map and a competency map that defines how the courses reflect the Canadian Competencies for Speech-Language Pathologists ([Appendix C](#)), and draft course creation forms ([Appendix D](#)).

a. What Are the Curricular Objectives, and How These Are Accomplished

The proposed Master of Speech-Language Pathology (MSLP) program has been designed to prepare graduates with the professional qualifications, skills, and competencies required to practice as a speech-language pathologist. Graduates of this program will be ready to enter the practice of speech-language pathology and assume professional responsibilities including the prevention, assessment, treatment and management of speech, voice, language and swallowing disorders. They will acquire the necessary knowledge and skills to be competent, resilient, self-reflective, self-directed, culturally sensitive, inclusive professionals, leaders, and advocates. USask MSLP graduates will have the capacity to critically appraise research, enabling them to engage in evidence-based practice and make a unique contribution to Saskatchewan and beyond.

Program Learning Objectives:

The following table lists the required competencies outlined in the [National Speech-Language Pathology Competency Profile](#) published by the Canadian Alliance of Audiology and Speech-Language Pathology Regulators (CAASPR). The competencies are clearly and intentionally reflected throughout the program (as is required to obtain accreditation status and for learners to be eligible to write entry-to-practice exams).

Table 1: National Speech-Language Pathology Competency Profile (2018)

<p>1. Knowledge and Clinical Expert:</p> <p>Speech-language pathologists apply their knowledge of the development and disorders of communication, as well as feeding and swallowing, together with their assessment and intervention skills to provide professional, client-centred care to individuals across the lifespan. This role is central to the function of speech-language pathologists (CAASPR, 2018, Pg 8).</p>
<p>Knowledge expert</p>
<p>1a. Apply profession-specific knowledge to prevent, identify and manage communication disorders, and feeding and swallowing disorders across the lifespan.</p>

1b. Apply basic knowledge from relevant fields that apply to communication and feeding and swallowing across the lifespan.

1c. Apply knowledge of hearing, hearing loss and disorders of the auditory system to the practice of Speech-Language pathology.

1d. Use evidence and clinical reasoning to guide professional decisions.

1e. Identify individuals requiring speech language pathology services.

Clinical Expert

1f. Identify individuals requiring Speech-Language pathology services.

1g. Plan, conduct and adjust an assessment.

1h. Analyze and interpret assessment results.

1i. Develop and share recommendations based on assessment results.

2. Communicator:

Speech-language pathologists facilitate the therapeutic relationship and exchanges that occur before, during and after each encounter. The competencies of this role are essential for establishing rapport and trust, sharing information, developing a mutual understanding and facilitating a shared plan of client-centred care (CAASPR, 2018, Pg 11).

2a. Communicate respectfully and effectively using appropriate modalities.

2b. Maintain client documentation.

3. Collaborator:

Speech-language pathologists seek out and develop opportunities to work effectively with other professionals, the client and their family, caregiver, significant others and/or the community to achieve optimal client-centred care as well as continuity of care when clients change providers and/or caregivers (CAASPR, 2018, Pg 12).

3a. Establish and maintain effective collaborations to optimize client outcomes.

4. Advocate:

Speech-language pathologists use their expertise to advance the health and well-being of a client by assisting them to navigate the healthcare or educational system and access support and resources in a timely manner (CAASPR, 2018, Pg 13).

4a. Advocate for necessary services and resources that support an individual client.

4b. Provide information and support to promote a client's self-advocacy.

5. Scholar:

Speech-language pathologists demonstrate a lifelong commitment to professional learning and self-reflection, as well as to the creation, dissemination, application and translation of current evidence-informed knowledge related to the profession of speech-language pathology (CAASPR, 2018, Pg 14).

5a. Maintain currency of professional knowledge and performance in order to provide optimal care.

5b. Share professional knowledge with others.

6. Manager:

Speech-language pathologists are integral participants in decisions relating to the service provided to clients in the healthcare or educational system. The decision process may involve co-workers, resources and organizational tasks (CAASPR, 2018, Pg 15).

6a. Manage the clinical setting.

7. Professional:

Speech-language pathologists are guided by a code of ethics, professional standards, regulatory requirements and a commitment to clinical competence in the service they provide to their clients (CAASPR, 2018, Pg 16).

7a. Maintain professional demeanor in all clinical interactions and settings.

7b. Practice ethically.

7c. Adhere to professional standards and regulatory requirements.

The proposed MSLP program is designed to scaffold student learning, enriched with experiential and interprofessional learning opportunities throughout. Student knowledge and skills are developed progressively through the program so that each graduate leaves the program as a competent entry-level clinician within the SLP profession.

The program-level objectives will be accomplished by ensuring our students:

- Meet the requirements of the Speech-Language and Audiology Canada (SAC) to practice in Canada.

- Are responsible, competent, ethical, autonomous and reflective speech-language pathologists in educational, private and healthcare systems.
- Value critical inquiry and engage in evidence-based practices.
- Engage in collaborative service provision and serve as contributing members on interdisciplinary teams that provide optimal family and client care.
- Respect, appreciate and respond to cultural and socioeconomic differences and diversity in interactions with clients, colleagues, and the community. Understand the influence of health, economic, educational, social, and cultural factors on communication and swallowing across the lifespan and in health and disease.
- Advance the profession through clinical service provision, advocacy, research and leadership.
- Have a systematic understanding of human communication and swallowing and their disorders across the lifespan, including key theoretical approaches and concepts that inform our understanding of human communication and swallowing in health and disease.
- Apply knowledge, critical thinking, and problem-solving skills to solve complex clinical problems.
- Communicate effectively with patients, families, other health providers, community organizations, and colleagues as a leading member of a team, collaborator, advocate, and representative of the profession.
- Understand the limitations of their own knowledge and recognize the value of other perspectives, methods, and disciplines.
- Be self-directed learners and reflective practitioners: identify areas for personal growth in knowledge and skills and develop plans to achieve that growth.
- Work autonomously and collaboratively across practice settings. Are flexible and adaptable in changing healthcare contexts.
- Meet professional standards for integrity and ethical conduct.

b. Modes of Delivery, Experiential Learning Opportunities, and General Teaching Philosophy

The Master of Speech-Language Pathology (MSLP) program will employ dynamic pedagogical approaches that align with the School of Rehabilitation Science and College of Medicine's commitment to fostering well-rounded, adaptable, and highly skilled healthcare professionals. Central to this approach is the integration of experiential or "hands on" learning, which serves as a cornerstone to ensure that learners can effectively apply academic

knowledge to real-world clinical contexts and adapt their approaches to meet the unique needs of diverse populations with communication and swallowing challenges in Saskatchewan.

The program's modes of delivery will include a strategic blend of traditional didactic instruction, active learning experiences, and hands-on application. Learners will engage in small-group, problem-based learning (PBL) to foster critical thinking, collaborative problem-solving, and decision-making that reflect the realities of clinical Speech-Language Pathology (SLP) practice. Structured self-reflection via an e-portfolio will further promote personal and professional growth. Integrated clinical experiences will play a pivotal role, bridging academic content with professional practice in speech-language pathology, ensuring students are confident and competent in their ability to assess, diagnose, and treat individuals across the lifespan.

Experiential Learning

Experiential learning is embedded throughout the curriculum to enhance learners' ability to translate theoretical knowledge into practical, meaningful skills. Examples include:

1. **Clinical Placements:** Students will engage in supervised clinical placements across diverse settings, including schools, hospitals, long-term care facilities, private practice, and community-based centers. These placements will provide opportunities to address a range of speech, language, voice, fluency, cognitive-communication, and swallowing disorders in pediatric and adult populations.
2. **Simulation-Based Learning:** Using advanced simulation technologies, learners will practice clinical decision-making, therapeutic intervention techniques, and patient counseling in a controlled and supportive environment. Simulated client scenarios, such as dysphagia evaluations or augmentative and alternative communication (AAC) assessments, will build students' clinical readiness and confidence.
3. **Engagement with Individuals with Lived Experience:** Learners will interact with clients who have lived experience, such as individuals recovering from strokes, children with developmental delays, or patients with neurodegenerative conditions. These interactions will help refine assessment and treatment strategies while fostering empathy, cultural humility, and an understanding of client-centered care.
4. **Interprofessional Education (IPE):** Students will collaborate with learners from other health professional programs (e.g., occupational therapy, physical therapy, nursing, and social work) to develop teamwork and communication skills that are essential for interdisciplinary care. Examples may include case studies based on managing complex cases like traumatic brain injury or working within school-based teams for children with learning and communication disorders.

c. Curriculum Mapping

Curriculum documentation can be found in [Appendix C](#), including draft course information, draft curriculum mapping and draft course creation forms, which will be progressively

elaborated on as approval proceeds.

d. Opportunities for Synthesis, Analysis, Application, Critical Thinking, and Problem-solving

As a professional program, the Master of Speech-Language Pathology (MSLP) program has many built-in opportunities for synthesis, analysis, application of knowledge, critical thinking, and problem-solving throughout a student's learning journey. Specific curricular examples to demonstrate this are outlined below, however, these program goals are woven throughout the program.

Skill	Curricular Example
Synthesis of Knowledge	In SLP 811 (Fundamentals of Speech-Language Sciences), students integrate anatomy, neuroanatomy, and physiology with speech science to build a foundational understanding of speech mechanisms. This synthesis is further developed in SLP 804 (Capstone Project: Clinical Research, Policy, and Practice Innovation), where learners consolidate their knowledge from coursework and clinical experiences to design evidence-based solutions for complex communication challenges.
Analysis of a Situation	Courses such as SLP 802 (Advanced Adolescent and Adult Speech Language Development & Disorders) and SLP 813 (Hearing Disorders & Aural Rehabilitation) train students to critically analyze client cases. They consider neurological, psychosocial, and environmental factors, using these insights to identify differential diagnoses and inform treatment planning. The integration of theoretical frameworks and case studies deepens students' analytical skills.
Application of Knowledge and Skills	Clinical placements (SLP 901-906) provide opportunities for students to apply assessment and intervention techniques in real-world settings under professional supervision. SLP 803 (Integrated SLP Practices: AAC, Neurodevelopmental and Behavioral Disorders) emphasizes applying neurodiversity-affirming strategies and AAC interventions, ensuring learners are equipped to address the unique needs of diverse client populations.
Critical Thinking Skills	SLP 812 (Motor Speech & Oral Motor Disorders) and SLP 814 (Fluency Disorders: Assessment & Treatment) challenge students to evaluate evidence-based practices and critically appraise the interplay between biological, linguistic, and psychosocial factors in communication disorders. Critical thinking skills are emphasized throughout the program as a necessary component of clinical practice.

Skill	Curricular Example
Problem-Solving Skills	SLP 816 (Dysphagia, Voice and Resonance) and SLP 817 (Language & Literacy Remediation Across the Lifespan) require students to develop innovative treatment strategies tailored to complex clinical scenarios. These courses emphasize the interplay of clinical knowledge, interdisciplinary collaboration, and client-centered care, ensuring that students can address multifaceted challenges in their professional practice.

e. Breadth of Program

The Master of Speech-Language Pathology (MSLP) program aspires to be a pioneering program, providing students with a problem-based, interprofessional education that fosters the development of competent, reflective leaders who will transform lives through their practice.

The mission of the program is to train compassionate, skilled and passionate speech-language pathologists. This will be achieved by providing a comprehensive educational experience that prepares students for fulfilling careers as leading professionals in the field of speech-language pathology. The program emphasizes evidence-based practices, the development of strong rapport, and dedication to interprofessional collaboration. Graduates will integrate reflection and critical thinking into their practices to improve communication and quality-of-life outcomes for others. The MSLP program will strive to create an environment that removes barriers to success and promotes a culture of inclusivity, compassion, and mutual respect.

The proposed MSLP program incorporates a wide breadth of curriculum components based on the following key elements.

Foundational Sciences & Basic Requirements: Anatomy and physiology, neuroanatomy and neurophysiology, genetics and human development, counselling and applied psychology, psycholinguistics and linguistics, speech perception and acoustics, instrumentation, pharmacology and other medical interventions and research methodology.

Advanced Requirements: Supporting people across their lifespan with speech, language, swallowing, social language, auditory processing and developmental and cognitive communication disorders. Training in prevention and evaluation methods, client management, understanding how to support neonatal and infant populations, pre-school and school aged populations, adult aging populations and work with populations with profound hearing impairments.

Clinical Skills: Hands-on training in clinical skills such as collecting background information, completing an assessment, interpreting the results, making a treatment plan with goals and recommendations, therapeutic interventions, and patient education/counselling.

Professional Practice: Courses covering clinical ethics, health professional regulation, communication skills, cultural competence, social accountability, health and education policy, and legal aspects of practice.

Clinical Placements: Students are integrated into clinical areas in year 1 as part of early clinical experiences. In year 2, learners complete core and elective rotations across a breadth of specialties (health, education, private practice). Core rotations cover both urban and rural settings in addition to a social accountability elective.

Interprofessional Collaboration: To ensure a comprehensive approach to speech-language pathology service delivery, learners will participate in interprofessional educational opportunities (e.g., shadow other SLPs, occupational therapists, physical therapists and collaborate with other health and education professionals).

Research & Evidence-Based Practice: Integration of introductory research principles and evidence-based practice to encourage critical thinking, quality improvement considerations, and the application of current SLP and rehabilitative sciences knowledge.

By incorporating these components, this comprehensive MSLP program ensures that SLP graduates are well-versed in the rehabilitative sciences and possess the clinical skills, ethical foundations, health and education systems knowledge, research mindset and professional attitudes necessary for successful and impactful careers as SLP's.

f. Program Connection to Learning Charter

The University of Saskatchewan [Learning Charter](#) details a number of learning pursuits that are expected of students learning in their programs. The Master of Speech-Language Pathology (MSLP) program addresses these learning pursuits as outlined in the following table.

<p>The pursuit of truth and understanding</p>	<p>The MSLP program embodies the pursuit of truth and understanding by fostering critical and creative thinking through an evidence-based, client-centered approach to communication and swallowing disorders. Students engage in experiential and collaborative learning, applying research to real-world contexts while developing intellectual flexibility and adaptability. Through exposure to diverse cases and populations, students cultivate open-mindedness and a commitment to lifelong learning, ensuring they can navigate the evolving challenges of speech-language pathology with empathy and innovation.</p>
--	---

The pursuit of knowledges	The program emphasizes the integration and application of interdisciplinary knowledge, from anatomy and physiology to cognitive-communicative and cultural competencies. It incorporates Indigenous worldviews and principles of cultural equity, preparing students to address communication and swallowing disorders in diverse contexts. By recognizing the intersection of speech-language pathology with related disciplines and societal factors, students gain a holistic understanding of their profession's impact on individuals and communities in Saskatchewan and beyond.
The pursuit of integrity and respect	Integrity and respect are fundamental to the MSLP program's design. Students learn to uphold ethical standards and practice with kindness, recognizing the cultural, social, and emotional dimensions of client care. Reflective practice and critical self-evaluation are woven throughout the curriculum, enabling students to identify and respect their own limits while valuing the diverse perspectives of their clients and colleagues. The program's focus on cultural safety and reconciliation reinforces a commitment to equity and respect for all individuals, especially those from underserved populations.
The pursuit of skills and practices	The MSLP program equips students with advanced clinical and professional skills through hands-on learning experiences, including clinical placements, simulation, and interprofessional education. Students develop expertise in assessment, intervention, and communication while integrating research and evidence-based practices. Emphasizing cultural appropriateness and ethical considerations, the program ensures graduates can address complex communication and swallowing disorders effectively. Through innovative training, students are prepared to adapt to diverse clinical and community settings, delivering high-quality care across the lifespan.
Individual and community pursuits	The program fosters a strong sense of professional identity and social accountability, encouraging students to engage with their communities and advocate for equitable access to services. Through leadership training and community-based clinical placements, students address health disparities, particularly in rural, Indigenous, and underserved areas. This focus on collaboration, advocacy, and cultural responsiveness ensures graduates are well-positioned to contribute meaningfully to their clients' well-being and the broader field of speech-language pathology, fulfilling the university's mission to inspire and support communities across Saskatchewan.

g. Program Transferability

Students will not be able to enter this program from other programs.

h. Program Success Criteria

- The Master of Speech-Language Pathology (MSLP) program successfully achieving “accredited” status
- Faculty satisfaction (survey of faculty and instructors)
- Graduates’ success on the national certification exam (e.g. pass rate on first attempt compared to national average)
- Graduate satisfaction and experience with the MSLP program; one year post graduation
- Employer satisfaction and experience with SK MSLP learners and graduates (survey to clinical placement partners)
- Change in SLP numbers per capita in Saskatchewan two-five years post-graduation of initial cohort

i. Accreditation Information

The accreditation standards are established by the [Council for Accreditation of Canadian University Program in Audiology and Speech-Language Pathology](#) (CACUP-ASLP) and compliance with these standards is evaluated on a seven-year cycle.

There are four categories of accreditation

1. **Accredited:** The program meets the accreditation standards of the council. Accredited status is granted full term (i.e., seven years – full accreditation), or for a shorter period as determined by the accreditation board.
2. **Probationary accreditation:** At the time of the review, a program demonstrates deficiencies that seriously compromise its ability to meet the minimum accreditation standard. Probationary accreditation is granted if the accreditation board judges that these deficiencies are remediable within a maximum of two years. If the deficiencies have not been remediated by the end of the probationary accreditation term, accreditation will be withdrawn.
3. **Candidate for accreditation:** The accreditation board can grant candidacy status to new graduate academic programs. Future programs must apply for candidacy status at least eight months prior to graduating students.
4. **Non accredited:** A program is designated non accredited. Graduates of non-accredited programs will still be eligible for registration with regulatory bodies but could be required to submit additional documentation as part of the registration process.

4. Consultation

Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?

Given the specific nature of the Master of Speech-Language Pathology (MSLP) curriculum, it is unlikely that USask students outside of the SRS will benefit from the courses in this program. However, the MSLP program, as proposed here, has been structured to maximize harmonization as much as possible with the Master of Occupational Therapy and Master of Physical Therapy programs. This will provide learners with exceptional interprofessional learning opportunities that prepare them for the collaborative working environment that they are likely to experience upon graduation. Having these learners understand other rehabilitation professionals' scope of practice and vice versa will lead to stronger collaboration between professionals and ultimately, better care for Saskatchewan residents.

Additionally, there are opportunities for MSLP learners to interact with learners and professionals outside of the SRS, potentially benefitting programs such as the Clinical Psychology training program. The following quotes come from the letters of support received (see [Appendix F](#)).

"Within the Department of Psychology & Health Studies we offer a PhD level training program in Clinical Psychology. Students in the Clinical Program interact with healthcare professionals during various practicum placements in the community, and some of these healthcare professionals include Speech-Language Pathologists. Interprofessional training is a requirement for these students as part of the accreditation standards set out by the Canadian Psychological Association, and having a Speech-Language Pathology program would be an asset to the Clinical Program in meeting its interprofessional training requirements."

- Dr. Karen Lawson, Professor and Department Head, Department of Psychology and Health Studies

"Introducing a Speech and Language Pathology program is a significant step toward improving healthcare accessibility and quality in Saskatchewan. This initiative would not only meet the growing demand for SLP services but also contribute to more inclusive and collaborative care models that benefit our patients and communities."

- Dr. Kathy Lawrence, Provincial Department Head, Family Medicine

The MSLP program has a clearly defined career path for graduates within the rehabilitation profession. Graduates may choose to pursue additional degrees, clinical training opportunities, or switch career paths in the future but the MSLP program does not directly lead into other programs offered at USask or elsewhere. Students in USask undergraduate or other graduate programs may look to the MSLP for a pathway to a career in rehabilitation. Graduates from Psychology, Linguistics, and Education may have more natural pathways into the MSLP program, should they wish to continue their education and establish a career in

healthcare, but many USask graduates will benefit from and be interested in this program:

“A Bachelor of Science in Kinesiology provides excellent training for students who are interested in working directly with people to improve their health and quality of life. The training that our students get align very well with the requirements of an SLP program. Interest from our graduates in a career in SLP is growing and having an SLP program at USask would greatly increase the visibility of this choice. We believe the option to study SLP here at USask would be very appealing to students in our program and provide them with an opportunity to stay in the province.”

- Dr. Dani Brittain, Dean, College of Kinesiology

List units that were consulted formally and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.

Consulted groups were provided with a background information document specific to the profession and invited to ask questions regarding the program and provide comments. A list of stakeholder meetings held can be found in [Appendix E](#) and submitted letters of support can be found in [Appendix F](#).

Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requirements when including courses from other colleges.

The Master of Speech-Language Pathology (MSLP) program will require anatomy and neuroanatomy content within the program. We hope to harmonize this content with what the Master of Occupational Therapy program and renewed Master of Physical Therapy program will require. We have begun discussions with Dr. Thomas Fisher, Department Head of Anatomy, Physiology, and Pharmacology to build content and/or courses that meet the needs of the MSLP.

“Our department works closely with the School of Rehabilitation Science to deliver anatomy and neuroanatomy education to students in the Master of Physical Therapy program and we look forward to the opportunity to work together to design new courses specific to the new program.”

- Dr. Thomas Fisher, Department Head of Anatomy, Physiology, and Pharmacology

While learners can apply to the MSLP with any undergraduate degree, there are undergraduate pre-requisite courses that are already popular at USask. In particular, the MSLP will require three credit units of psychology courses. We have had this discussion with the Department of Psychology and look forward to further discussions with our colleagues should we find that capacity becomes an issue. We have also been in discussion with the Department of Linguistics as they are a natural feeder program for the MSLP.

“Although our undergraduate classes are running at very close to capacity, we look forward to future discussions to examine ways that we can work together to provide these fundamental courses to USask students preparing for a future in Speech-Language Pathology.”

- Dr. Karen Lawson, Professor and Department Head, Department of Psychology and Health Studies

“In my capacity as Department Head, our department plays a significant role in supporting students who aspire to enter SLP programs. We offer at least two prerequisite courses essential for SLP admissions, and a substantial number of our majors apply to such programs each year. Our Speech Development and Diversity Certificate is specifically designed to prepare students for success in SLP by integrating core courses in Linguistics and Psychology, focusing on foundational skills in language development and analysis. Additionally, our 4-year BA stream in Language and Speech Sciences offers a comprehensive foundation for students interested in speech and language-related careers, providing a comprehensive pathway to further studies in SLP... Our department is eager to collaborate with these new programs in multiple ways. We will provide prerequisite courses in linguistics, ensuring that incoming SLP students are well-prepared”

- Dr. Jesse Stewart, Graduate Chair, Undergraduate Chair, Department of Linguistics

List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.).

Ongoing engagement with the professional association and accreditors for the SLP profession has formed an important part of the preparation of this proposal and program development. The SRS anticipates ongoing engagement with these organizations as we work to launch the program. Refer to Appendix E and F for details on which partners, professional organizations, and accreditation bodies were consulted and/or provided a letter of support for the program.

Engagement with CSASK is important for many reasons but one of the most pressing may be in the bridging programs that may support potential international faculty recruitment.

“With the development of the first speech-language pathology program in Saskatchewan, CSASK has identified the University of Saskatchewan as an evolving stakeholder. We look forward to opportunities for engagement with the School of Rehabilitation Science on a variety of topics including:

- *Collaborating on student engagement and education on the topics of the fundamentals of regulations, professional ethics, professional conduct and entry to practice requirements in Saskatchewan.*
- *Providing input on the development of bridging programs to support international applicants or applicants returning to practice in meeting the minimum academic and/or clinical requirements for licensure. Such*

bridging programs would align with the Saskatchewan government's initiative towards attracting skilled health professionals to the province.

- *Ongoing engagement and collaboration with faculty regarding common initiatives.*
- *Partnering on continuing education opportunities for audiologists and speech-language pathologists."*
 - Lisa Persaud, College of Speech-Language Pathologists and Audiologists of Saskatchewan (CSASK).

Additional support can be found broadly amongst Usask colleagues and medical faculty:

"Having worked closely with both Occupational Therapists and Speech-Language Pathologists over the years, I have developed a deep appreciation for their roles in enhancing the quality of life for people across diverse age groups and backgrounds... Their work empowers individuals to achieve their fullest potential, fostering independence and supporting social integration.

The significance of these professions extends beyond physical rehabilitation into the area of mental health care. Occupational Therapy and Speech-Language Pathology are vital components in comprehensive mental health treatment, facilitating support for individuals coping with anxiety, depression, intellectual disabilities, and other mental health disorders. By integrating therapeutic approaches that address both the physical and emotional needs of patients, these programs would not only enhance the quality of care but also promote a holistic understanding of health within our academic framework."

- Dr. AG Ahmed, Provincial Department Head, Psychiatry

"Speech Pathologists are the most difficult group of rehabilitation specialists to recruit... The creation of the Speech Language Pathology program in the College of Medicine will contribute significantly to filling this gap in health care By Providing training within the Province, there will be retention of our graduates thereby supporting health care in addition to strengthening the training program."

- Dr. Gary Linassi, Provincial Department Head, Physical Medicine and Rehabilitation

"This initiative will significantly enhance interdisciplinary collaboration, yielding benefits for our students and the broader healthcare community. We foresee substantial opportunities for interprofessional collaboration through joint research endeavours, teaching, and learning initiatives."

- Dr. Solina Richter, Dean, Nursing

"This initiative will significantly enhance interdisciplinary collaboration, yielding benefits for our students and the broader healthcare community. We foresee substantial opportunities for interprofessional collaboration through joint research endeavours, teaching, and learning initiatives."

- Dr. Walter Siqueira, Dean, Dentistry

"As we continue to build the pediatric research institute, we anticipate a growing need for collaborations across disciplines. We are increasingly applying a multi-disciplinary lens to medical education, and having access to OT and SLP faculty will expand learning opportunities for our trainees. Both OTs and SLPs play a unique and critically important role in interprofessional learning and care environments.

I see many opportunities for our department to collaborate with and support these new programs, from shared learning opportunities for our trainees to research collaborations between faculty and learners. The establishment of these programs will not only enhance the quality of care we provide but also foster a more integrated and collaborative approach to pediatric healthcare."

- Dr. Terry Klassen, Provincial Department Head, Pediatrics

5. Budget

Funding for this program is external, via the Government of Saskatchewan. Following the submission of the business case for the programs, the Government also shared the cost of a large-scale space-audit to identify if space existed within our current Health Sciences Building to accommodate the staff, faculty, and learners of the Master of Speech-Language Pathology program, *The Health Science Space Optimization Study*. This study identified that there would be space available to accommodate the MSLP, if funding was provided by the government for the renovation and abatement of underutilized space within the complex. The costs related to capital, renovation and equipment (both one-time and ongoing) have been built into the program funding request to government.

Targeted funding for this program was granted in the 2024-2025 Government of Saskatchewan Budget, and formally announced on June 14, 2024, by the Ministers of Advanced Education and Health. While we expect that the funding provided by the government will be ongoing, if we do not continue to receive the funding, the program will not be able to proceed. We do not plan to support this out of existing CoM resources from operating funds.

Information about budget and financial implications appears in [Appendix G](#).

6. College Statement

The development of the Master of Speech-Language Pathology (MSLP) program has been a collaborative effort, guided by the strategic priorities of the School of Rehabilitation Science and the College of Medicine at the University of Saskatchewan. This proposal reflects extensive consultation with and support from faculty, university leadership, community partners, and key stakeholders to ensure the program is positioned for further development and aligned with the evolving needs of the profession and the people of Saskatchewan.

We extend our sincere gratitude to the many individuals who contributed their expertise, time, and effort to making this proposal a reality. In particular, we acknowledge numerous faculty and staff within the SRS, the College of Medicine and USask more broadly as well as the invaluable contributions of the following:

- **Crystal Maslin**, Director of Planning and Projects, College of Medicine
- **Dr. Lauren McIntyre**, Speech-Language Pathologist, Associate Professor, and Graduate Chair, Department of Educational Psychology and Special Education
- **Liz Kuley**, Planning and Projects Specialist, College of Medicine
- **Dr. Sara Dzaman**, Educational Development Specialist (Lead, Curriculum)

Their collective efforts have been instrumental in shaping this proposal and advancing the vision for occupational therapy education in Saskatchewan.

Please note that at the School of Rehabilitation Science Faculty Council meeting on January 17, 2025, a motion to approve this proposal was made and carried.

This proposal was brought to the College of Medicine Faculty Council on January 29, 2025 for information. A letter of support from Dr. Sarah Forgie, Dean, College of Medicine can be found on the next page.

While the College of Medicine (COM) Faculty Council was not technically required to approve this proposal, there is a marked enthusiasm amongst COM colleagues, some of whom chose to provide letters of support attached in [Appendix E](#).

7. Related Documentation and Consultation Forms

Appendix A: The Speech-Language Pathology Profession

Appendix B: Communications Plan

Appendix C: Program Curricular Information

Appendix D: Course Creation Forms

Appendix E: Stakeholder Engagement

Appendix F: Letters of Support

Appendix G: Budget and Financial Implications Form

Appendix H: Library Form*

*Note that ICT requirements and Space requirements are being thoroughly addressed and managed through the larger capital project tied to the development of the MOT and MSLP. Thus these forms (ICT Form, Capital and Space Requirements Form) are not required for this proposal.

8. Academic Programs Approval Process

Checklist of forms and consultations to be completed before submission of a *Proposal for New Programs or Curricular Changes* to Academic Programs Committee of Council

	Required Consultation/Office	Required Form (as applicable)	Date completed (if not required, briefly explain why)	Who did you meet with
1	Consultation with other colleges re: impact or similar programs		Fall 2024 and Winter 2025	See appendix E and E
2	Financial Sustainability/Tuition Review	<i>Budgetary and Financial Implications Worksheet</i>	February 12, 2025	Kyla Shea. Using standard tuition review process.
3	Consultation with Manager, Admissions and Transfer Credit	<i>Admissions Template</i>	Not required – Graduate Program	
4	Budget Consultation with Institutional Planning and Assessment	<i>Budgetary and Financial Implications Worksheet</i>	January 2025	Kyla Shea, Tiffany Page
5	Provost sign-off on Budgetary and Financial Implications Worksheet	<i>Budgetary and Financial Implications Worksheet</i>	February 28, 2025	Kyla Shea
6	Secure School Faculty Council Approval		January 17, 2025	SRS Faculty Council
7	Secure Graduate Programs Committee Approval	<ul style="list-style-type: none"> <i>Proposal Submission to School of Rehabilitation Science Faculty Council</i> 	January 17, 2025	
		<ul style="list-style-type: none"> <i>Proposal for Academic or Curricular Change Form</i> 	February 12, 2025	
		<ul style="list-style-type: none"> Completion of <i>Physical Resource and Space Requirement Form</i> 	Not required	Space will be accommodated via larger capital project.
		<ul style="list-style-type: none"> Completion of <i>Library Requirement Form</i> 	October 10, 2025	Catherine Boden, Liaison librarian for the School of Rehabilitation Science
		<ul style="list-style-type: none"> Completion of <i>ICT Requirement Form</i> 	Not required	Working with Ganna Tetyurenko and other senior IT and AV specialists

	Required Consultation/Office	Required Form (as applicable)	Date completed (if not required, briefly explain why)	Who did you meet with
				as part of larger capital project
		<ul style="list-style-type: none"> • Completion of <i>New Course Creation Forms</i> 	February 12, 2025	See Appendix D
		<ul style="list-style-type: none"> • Completion of <i>Catalogue Entry</i> 	February 12, 2025	Chelsea Smith
7	Secure Academic Programs Committee Approval	Full proposal	Pending – winter 2025	APC
8	Consultation with Registrar	<i>Consultation with the Registrar Form</i>	February 26	Chelsea Smith

APPENDIX A: The Speech-Language Pathology Profession

Speech-language pathologists (SLPs) play a vital role in Saskatchewan by identifying, diagnosing, and treating communication and swallowing disorders across all age groups. Their expertise enhances the quality of life for individuals facing challenges in these areas.

Professional Associations and Regulation

In Saskatchewan, SLPs are supported by Speech-Language & Audiology Canada (SAC), the national professional association that advances the professions of speech-language pathology and audiology to optimize communication, health, and education outcomes for Canadians. The provincial regulatory body, the College of Speech-Language Pathologists and Audiologists of Saskatchewan (CSASK), ensures that practitioners meet the required standards of practice and ethics, safeguarding public interest.

Scope of Practice

SLPs address a wide range of issues, including speech sound production, language comprehension and expression, voice disorders, fluency (stuttering), and cognitive-communication disorders. They also manage swallowing difficulties (dysphagia), ensuring safe and effective feeding practices. SLPs work independently or as part of inter-professional teams in both public and private sectors, providing services in hospitals, clinics, schools, and community settings.

[These videos](#), developed by the SRS Continuing Education in Rehabilitation Sciences Unit in partnership with the Saskatchewan branch of Speech-Language and Audiology Canada (SAC) and [this document](#), created by SAC, showcase the scope of practice for these professionals in our province.

Economic and Social Impact

By improving communication abilities, SLPs enable individuals to participate more fully in educational, occupational, and social activities. This inclusivity fosters a more engaged and productive community, contributing to the province's overall well-being.

In summary, speech-language pathologists are essential to Saskatchewan's healthcare and educational systems, offering services that enhance individual lives and strengthen community health.

SPEECH-LANGUAGE PATHOLOGY

School of Rehabilitation Science, College of Medicine

rehabscience.usask.ca

WHAT IS A SPEECH-LANGUAGE PATHOLOGIST?

Speech-language pathologists (SLPs) are highly trained health professionals who work with people of all ages to identify, assess and treat a wide-range of speech, language, social language, swallowing, learning and communication disorders. They provide support and guidance to remove barriers to ensure people have a voice and way to effectively learn, engage and communicate.

SPEECH-LANGUAGE PATHOLOGISTS CAN HELP WITH:



Speech and language delays and disorders (e.g., articulation, apraxia, phonology, expression and comprehension), fluency and voice and resonance disorders.



Pre-literacy and literacy skills (e.g., phonological awareness, decoding, reading comprehension, and writing).



Feeding and swallowing disorders in adults, children, and infants.



Communication and swallowing disorders related to other issues (e.g., hearing impairments, traumatic brain injury, dementia, developmental, intellectual or genetic disorders and neurological impairments).



Cognitive-communication disorders including social communication skills, reasoning, problem solving, and executive functioning.

WHY IS SPEECH-LANGUAGE PATHOLOGY IMPORTANT IN CANADA?

SLPs help improve the quality of life of many Canadians and support people and their families with learning, communication, eating, feeding and swallowing difficulties so they can participate in activities that are important to them. SLPs work in clinical settings and in research, education, advocacy, policy development and health administration.

WHAT ARE THE LICENSING REQUIREMENTS?

Speech-language pathology is a regulated health profession. To practice in Canada, SLPs must successfully complete a master's-level graduate program or equivalent, 350 hours of supervised clinical fieldwork, 750 hours of supervised clinical practice, and the national licensing exam. SLPs must also complete 45 hours of continuing education credits every three years to maintain their registration.

USASK'S SPEECH-LANGUAGE PATHOLOGY PROGRAM*?

- Targeted to start in the fall of 2026.
- Up to 40 students admitted per year.
- Approx. two-year master's level program.
- Emphasis on the Saskatchewan context.

**Pending all required university-level approvals.*



UNIVERSITY OF SASKATCHEWAN
School of
Rehabilitation Science
COLLEGE OF MEDICINE
REHABSCIENCE.USASK.CA

BE WHAT THE WORLD NEEDS

ot.slp@usask.ca

APPENDIX B: Communications Plan

Master of Speech-Language Pathology Communications Plan (Draft)

COMMUNICATIONS GOAL

To increase stakeholder interest in and engagement with the new Master of Speech-Language Pathology (MSLP) program and to ensure interested and qualified students apply to the program.

COMMUNICATIONS OBJECTIVES

1. Increase stakeholder awareness of the MSLP program and ensure that questions about it are easily answerable.
2. Generate interest in the program, awareness of the profession, and ensure qualified applicants have the information needed to apply.
3. Enhance the reputation of the College of Medicine, the School of Rehabilitation Science, and its relationships with partners.

KEY AUDIENCES

- Provincial government (Ministry of Health, Ministry of Advanced Education)
- USask, College of Medicine and School of Rehabilitation Science leadership, faculty, and staff
- Organizations/associations (e.g., Saskatchewan Health Authority, Speech-Language and Audiology Canada, Provincial organizations, regulatory bodies) and practicing Saskatchewan SLPs
- Interested and qualified prospective students (e.g., current USask students and alumni, students from elsewhere)
- General public
- Media
- Others (e.g., collaborating Canadian universities)

SPOKESPEOPLE

- Dr. Sarah Forgie, Dean, College of Medicine
- Dr. Brenna Bath, Director and Professor, School of Rehabilitation Science

TACTICS AND TIMELINES

Tactic	Audience	Time/Frequency	Other information
Internal updates	USask, CoM, SRS leadership, faculty and staff	Ongoing updates, key milestones	Dean's updates, committee meetings, provost report, monthly SRS staff meetings, etc.
Government updates	Provincial government	Quarterly	
Media releases or stories	All audiences	<ol style="list-style-type: none"> 1. Program approval (Spring 2025) 2. Applications launch (Fall 2025) 3. Program launch (Fall 2026) 	Releases and stories to be posted on the USask, CoM and SRS news pages.
Digital: Website	All audiences, specifically interested and qualified prospective students	Spring and summer 2025	Development of a program and profession page on the SRS website, program page on grad.usask.ca, and admissions page.
Digital: Social media (CoM and SRS platforms)	All audiences, specifically interested and qualified prospective students	Updates at key milestones	
Digital advertising	Interested and qualified prospective students	Summer/Fall 2025	Targeted digital advertising campaign to build awareness in advance and during the admissions window.

Tactic	Audience	Time/Frequency	Other information
Career fairs, information sessions and town halls	Interested and qualified prospective students; organizations/associations, and practicing Saskatchewan SLPs	Spring to Fall 2025	In person and virtual
USask e-publications (e.g., OCN, Green and White, CoM e-News, SRS newsletter)	USask, CoM, SRS leadership, faculty and staff; interested and qualified prospective students	USask e-publications at key milestones, CoM/SRS regular progress updates	
External e-publication (OT SLP newsletter)	Organizations/associations, and practicing Saskatchewan SLPs	Quarterly and at key milestones	Provides regular updates on the program development to interested industry professionals.
Video and photography assets	All audiences, specifically interested and qualified prospective students	Spring/Summer 2025	Program video and clips for use on social media. Photography for use in digital and marketing materials.
Marketing materials/brand assets (e.g., brochures, posters, fact sheets etc.)	All audiences	Spring/Summer 2025	Material to support awareness building and outreach efforts.
Campus display screens, PAWS announcements	USask, CoM, SRS leadership, faculty and staff; interested and qualified prospective students	Fall 2025 (admissions window)	
Promotional materials		Spring 2025	

Tactic	Audience	Time/Frequency	Other information
(e.g., banners, booth, table-top displays, tablecloth)			

Progress will be measured through:

- Student applications (number of qualified students)
- Media coverage
- Digital monitoring and metrics
- Interest via direct emails
- Positive engagement with stakeholders

APPENDIX C: Program Curricular Information

To comply with academic accreditation requirements and to prepare competent entry-level graduates, the core faculty recruited to the program will establish and elaborate on a robust framework that will include a clear mission and vision for the MSLP program. The integration of clinical placement experiences with high-quality academic content will align with professional and educational standards, ensuring graduates are prepared to meet the demands of speech-language pathology practice.

The proposed curriculum will aim to integrate foundational sciences, theoretical frameworks, practical experiences, Indigenous perspectives, and research to foster the critical thinking, cultural competence, and clinical expertise required for speech-language pathologists to excel in contemporary practice.

A high-level program map can be found on the following page.

Proposed Master of Speech-Language Pathology Program Curriculum Map (draft for class of 2026-2028)

The USask MSLP program is a full-time graduate program, and students are expected to be able to attend classes as scheduled between 8:30AM and 4:30PM Monday through Friday. Typically, classes will run 8:30-12:30 and 1:30-3:00pm and average 25 hrs/week. Clinical placements are scheduled in accordance with the assigned agency, and will average 37.5 hrs/week.

Year 1 - Module 1 September x - December x 2026			Year 1 - Module 2 January x – April x 2027		Year 1 - Module 3 May X – May X 2027	Year 1 – Module 4 End of May X – June X 2027	Year 1 – Module 5 Summer
2 days	12 weeks (reading week off)	Dec19 – Jan 4	12 weeks (February break off)		5 weeks	6 weeks	4 weeks asynchronous
Orientation to Program and Term 1	SLP 811 Introduction to Speech Language Pathology and the Fundamentals of Speech Language Sciences 11CU / 144hours / 12 = 12 hours per week	SLP 901 Clinical placement Vacation	SLP 812 Motor Speech & Oral Motor Disorders 9CU / 117 hours / 12 = 10 hours per week		SLP 902 Clinical Placement 2 5 CU	SLP 813 Hearing Disorders & Aural Rehabilitation 8CU / 104 hours / 6 = 17 hours per week	SLP 815 Voice, Hearing, and AAC 3CU / 39 hours / 4 = 9 hours per week
	SLP 801 Child Speech Language Development & Disorders 12CU / 156 hours / 12 = 13 hours per week		SLP 802 Adolescent and Adult Speech Language Development & Disorders 12 CU / 156 hours / 12 = 13 hours per week			SLP 814 Fluency Disorders: Assessment & Treatment (4CU – 52_hrs total / 6 = 8 hours per week)	

Year 2 - Module 6 Sept X- December X 2027		Year 2 - Module 7 January X – April X 2028		Year 2 - Module 8 May X – July X 2028	Year 3 – Module 9 Sept X- November X 2028	
12 weeks (reading week off)	Dec19 – Jan 4	6 weeks	6 weeks	12 weeks	6 weeks	6 weeks
SLP 816 Dysphagia, Voice and Resonance 8CU / 96 hours / 12 = 8 hours per week	Vacation	SLP 903 Clinical Placement 3 6CU	SLP 904 Clinical Placement 4 6CU	SLP 817: Language & Literacy Remediation Across the Lifespan 8CU / 104 hours / 12 = 8 hours per week	SLP 905 Clinical Placement 5 6CU	SLP 906 Clinical Placement 6 6CU
SLP 803 Integrated Speech Language Pathology Practices and Neurodiversity 17CU / 221 hours / 12 = 18 hours per week				SLP 804 Capstone Project: Clinical Research, Policy, and Practice Innovation 15CU / 195 hours / 12 = 16 hours per week		

APPENDIX D: Course Creation Forms

This section includes course creation forms for new courses developed for the MSLP program.

<p>Module 1</p> <p>SLP 811 – Introduction to Speech Language Pathology and the Fundamentals of Speech Language Sciences</p> <p>SLP 801 – Child Speech Language Development and Disorders</p> <p>SLP 901 – Clinical Placement 1</p>	<p>Module 2</p> <p>SLP 812 – Motor Speech and Oral Motor Disorders</p> <p>SLP 802 – Adolescent and Adult Speech Language Development & Disorders</p>
<p>Module 3</p> <p>SLP 902 – Clinical Placement 2</p>	<p>Module 4</p> <p>SLP 813 – Hearing Disorders and Aural Rehabilitation</p> <p>SLP 814 – Fluency Disorders: Assessment and Treatment</p>
<p>Module 5</p> <p>SLP 815 – Voice, Hearing, and Augmentative & Alternative Communication</p>	<p>Module 6</p> <p>SLP 816 – Dysphagia, Voice and Resonance</p> <p>SLP 803 – Integrated Speech Language Pathology Practices and Neurodiversity</p>
<p>Module 7</p> <p>SLP 903 – Clinical Placement 3</p> <p>SLP 904 – Clinical Placement 4</p>	<p>Module 8</p> <p>SLP 817 – Language & Literacy Remediation Across the Lifespan</p> <p>SLP 804 – Capstone Project: Clinical Research, Policy, and Practice Innovation</p>
<p>Module 9</p> <p>SLP 905 – Clinical Placement 5</p> <p>SLP 906 - Clinical Placement 6</p>	<p>Continuous Enrolment</p> <p>SLP 990 Speech-Language Pathology Professional Development</p>



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of Graduate and Postdoctoral Studies**
 1.2 Department with academic authority: **School of Rehabilitation Science**
 1.3 Term from which the course is effective: **Fall 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **SLP 901**
 2.2 Academic credit units: **1**
 2.3 Course Long Title (maximum 100 characters): **Clinical Placement 1**
 Course Short Title (maximum 30 characters): **Clinical Placement 1**
 2.4 Total Hours: Lecture Seminar Lab Tutorial Other **37.5**
 2.5 Weekly Hours: Lecture Seminar Lab Tutorial Other **37.5**
 2.6 Term in which it will be offered: **T1** T2 T1 or T2 T1 and T2
 2.7 Prerequisite: **None. For MSLP students only.**

If there is a prerequisite waiver, who is responsible for signing it? **N/A**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

- 2.8 Catalogue description (150 words or less): **This is a clinical placement course that introduces students to clinical education in Speech-Language Pathology. This early setting supports students in creating a context for SLP practice, which can be built upon during classroom and lab learning and sets a foundation for future placements.**
 2.9 Do you allow this course to be repeated for credit? **No**

3. Please list rationale for introducing this course: **Development of new Master of Speech language pathology (SLP) program within School of Rehabilitation Science.**

At this early stage, students gain exposure to the profession by observing professional SLPs in a practice setting. This supports the students to create a context for SLP practice that can be built upon during classroom and lab learning and set a foundation for future placements.

4. Please list the learning objectives for this course:

Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

1. Demonstrate introductory observation skills required for speech language pathology processes.
2. Identify speech language pathology roles in a particular practice setting.
3. Demonstrate professional engagement in a particular practice setting.
4. Demonstrate effective communication with clients and team members in a particular practice setting.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **N/A**

If so, were these departments consulted? (Include correspondence)

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? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MSLP program.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **Will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Course outline will be included in course syllabus once created.**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?
School of Rehabilitation Science (SRS) only. Maximum enrolment will be 40 students per module.

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

10-50*

50-90

90-130

130+

*For scheduled activities within School of Rehabilitation Science.

9. **Student evaluation**

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

9.1 How should this course be graded?

C – Completed Requirements

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

N – Numeric/Percentage

(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. **N/A**
11. **Resources**
- 11.1 Proposed instructor: **Academic Lead Clinical Education & Community Affairs and Clinical Coordinator.**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program.**
- 11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**
12. **Tuition**
- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program tuition, assessed per term.**
- 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:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program

LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

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)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement

ILRQ – Indigenous Learning Requirement

QRRQ – Quantitative Reasoning Requirement

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

3.1 Permission Required:

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

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

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

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

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:

Updated 2024



**UNIVERSITY OF
SASKATCHEWAN**

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of Graduate and Postdoctoral Studies**
 1.2 Department with academic authority: **School of Rehabilitation Science**
 1.3 Term from which the course is effective: **Spring 2027**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **SLP 902**
 2.2 Academic credit units: **5**
 2.3 Course Long Title (maximum 100 characters): **Clinical Placement 2**
 Course Short Title (maximum 30 characters): **Clinical Placement 2**
 2.4 Total Hours: Lecture Seminar Lab Tutorial Other **187.5**
 2.5 Weekly Hours: Lecture Seminar Lab Tutorial Other **37.5**
 2.6 Term in which it will be offered: T1 **Spring** T1 or T2 T1 and T2
 2.7 Prerequisite: **None. For MSLP students only.**

If there is a prerequisite waiver, who is responsible for signing it? **N/A**

D – Instructor/Dept Approval
 H – Department Approval
 I – Instructor Approval

- 2.8 Catalogue description (150 words or less):

Practical learning experience in approved facilities and community agencies to apply and integrate the core knowledge and skills of speech language pathology. At this early stage, students further develop foundational knowledge in SLP by observing and practicing introductory clinical skills with professional SLPs in a practice context.

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

3. Please list rationale for introducing this course: Development of new Master of Speech Language Pathology (SLP) program within School of Rehabilitation Science.

This period bridges theory and practice, allowing students to apply observation skills, professionalism and communication skills and for successful client interactions. They gain firsthand insight into SLP roles within clinical teams, setting a strong foundation for future placements.

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

Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

At the end of the course students must be able to demonstrate Level 1 (Stage 1) competency.

1. Demonstrate observational skills, ethical engagement in practice, and effective communication with clients and team members.
2. Apply foundational speech language pathology knowledge in practice settings through guided supervision.
3. Build therapeutic relationships and gain insight into SLP roles in varied practice environments.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **N/A**

If so, were these departments consulted? (Include correspondence)

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? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MSLP program.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **Will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Course outline will be included in course syllabus once created.**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?
School of Rehabilitation Science (SRS) only. Maximum enrolment will be 40 students per module.

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

10-50*

50-90

90-130

130+

*For scheduled activities within School of Rehabilitation Science.

9. **Student evaluation**

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

- 9.1 How should this course be graded?
 C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
 N – Numeric/Percentage
(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. **N/A**
11. **Resources**
- 11.1 Proposed instructor: **Academic Lead Clinical Education & Community Affairs and Clinical Coordinator.**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program.**
- 11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**
12. **Tuition**
- 12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program tuition, assessed per term.**
- 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:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar

IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

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)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

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

3.1 Permission Required:

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

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

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

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

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:



**UNIVERSITY OF
SASKATCHEWAN**

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of Graduate and Postdoctoral Studies**
 1.2 Department with academic authority: **School of Rehabilitation Science**
 1.3 Term from which the course is effective: **Winter 2028**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **SLP 903**
 2.2 Academic credit units: **6**
 2.3 Course Long Title (maximum 100 characters): **Clinical Placement 3**
 Course Short Title (maximum 30 characters): **Clinical Placement 3**
 2.4 Total Hours: Lecture Seminar Lab Tutorial Other **225**
 2.5 Weekly Hours: Lecture Seminar Lab Tutorial Other **37.5**
 2.6 Term in which it will be offered: T1 **T2** T1 or T2 T1 and T2
 2.7 Prerequisite: **None. For MSLP students only.**
 If there is a prerequisite waiver, who is responsible for signing it? **N/A**
 D – Instructor/Dept Approval
 H – Department Approval
 I – Instructor Approval

- 2.8 Catalogue description (150 words or less):

This is a clinical placement course that takes place in approved facilities and community agencies for students to apply and integrate knowledge and skills of Speech Language Pathology. Prior to their placement, students will have in-class preparation in communication, culturally relevant practices, and S assessment. Students are expected to be active participants in their placement conducting assessments, applying emerging concepts of clinical reasoning, and building therapeutic relationships. Students will experience a more complex caseload relevant to the content from previous courses.

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

3. Please list rationale for introducing this course: **Development of new Master of Speech Language Pathology (SLP) program within School of Rehabilitation Science.**

Following in-class preparation in communication, culturally relevant practices, and SLP assessment, students move from observers to active participants, conducting assessments,

emerging concepts of clinical reasoning and building therapeutic relationships. This placement is essential for building confidence and applying inclusive practice.

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

Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

1. Conduct client assessments using foundational Speech Language Pathology principles.
2. Establish therapeutic relationships with clients using culturally relevant communication strategies.
3. Demonstrate clinical reasoning by analyzing client needs under supervision.
4. Apply inclusive practices to address client needs.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **N/A**

If so, were these departments consulted? (Include correspondence)

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? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MSLP program.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **Will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Course outline will be included in course syllabus once created.**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?
School of Rehabilitation Science (SRS) only. Maximum enrolment will be 40 students per module.

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

10-50*

50-90

90-130

130+

*For scheduled activities within School of Rehabilitation Science.

9. **Student evaluation**

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

- 9.1 How should this course be graded?
 C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
 N – Numeric/Percentage
(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. **N/A**

11. **Resources**

11.1 Proposed instructor: **Academic Lead Clinical Education & Community Affairs and Clinical Coordinator.**

11.2 How does the department plan to handle the additional teaching or administrative workload? **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program.**

11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program tuition, assessed per term.**

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:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session

COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

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)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

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

- 3.1 Permission Required:
- 3.2 **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 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:



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of Graduate and Postdoctoral Studies**
 1.2 Department with academic authority: **School of Rehabilitation Science**
 1.3 Term from which the course is effective: **Winter 2028**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **SLP 904**
 2.2 Academic credit units: **6**
 2.3 Course Long Title (maximum 100 characters): **Clinical Placement 4**
 Course Short Title (maximum 30 characters): **Clinical Placement 4**
 2.4 Total Hours: Lecture Seminar Lab Tutorial Other **225**
 2.5 Weekly Hours: Lecture Seminar Lab Tutorial Other **37.5**
 2.6 Term in which it will be offered: T1 **T2** T1 or T2 T1 and T2
 2.7 Prerequisite: **None. For MSLP students only.**
 If there is a prerequisite waiver, who is responsible for signing it? **N/A**
 D – Instructor/Dept Approval
 H – Department Approval
 I – Instructor Approval

- 2.8 Catalogue description (150 words or less):

Students will gain practical experience in approved facilities and community agencies to apply and integrate knowledge and skills of Speech Language Pathology. This clinical placement focuses on complex SLP interventions, enhancing clinical reasoning and decision-making. It prepares students for more autonomous roles and strengthens competencies critical to SLP functions. This course is designed to provide a diversity of experience and advanced clinical skills with a more complex caseload relevant to the content from previous courses.

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

3. Please list rationale for introducing this course: Development of new Master of Speech Language Pathology (SLP) program within School of Rehabilitation Science.

This clinical placement focuses on complex SLP interventions, enhancing clinical reasoning and decision-making. It prepares students for more autonomous roles and strengthens competencies critical to SLP functions, emphasizing intervention planning, client-centered practice, and initial evaluations.

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

Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

At the end of the course students must be able to:

1. Plan Speech Language Pathology interventions for clients with complex needs.
2. Implement interventions to support client goals and contexts.
3. Monitor outcomes to evaluate the effectiveness of interventions.
4. Demonstrate decision-making relevant to Speech Language Pathology practice.
5. Use ethical principles in Speech Language Pathology interventions.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **N/A**

If so, were these departments consulted? (Include correspondence)

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? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MSLP program.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **Will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Course outline will be included in course syllabus once created.**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?

School of Rehabilitation Science (SRS) only. Maximum enrolment will be 40 students per module.

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

10-50*

50-90

90-130

130+

*For scheduled activities within School of Rehabilitation Science.

9. **Student evaluation**

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

- 9.1 How should this course be graded?
 C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
 N – Numeric/Percentage
(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. **N/A**

11. Resources

11.1 Proposed instructor: **Academic Lead Clinical Education & Community Affairs and Clinical Coordinator.**

11.2 How does the department plan to handle the additional teaching or administrative workload? **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program.**

11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program tuition, assessed per term.**

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:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class

FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

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)

Does this course satisfy one of the official college requirements:

ELWR	English Language Writing Requirement
ILRQ	Indigenous Learning Requirement
QRRQ	Quantitative Reasoning Requirement

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

- 3.1 Permission Required:
- 3.2 **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 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:



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of Graduate and Postdoctoral Studies**
 1.2 Department with academic authority: **School of Rehabilitation Science**
 1.3 Term from which the course is effective: **Fall 2028**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **SLP 905**
 2.2 Academic credit units: **6**
 2.3 Course Long Title (maximum 100 characters): **Clinical Placement 5**
 Course Short Title (maximum 30 characters): **Clinical Placement 5**
 2.4 Total Hours: Lecture Seminar Lab Tutorial Other **225***
 2.5 Weekly Hours: Lecture Seminar Lab Tutorial Other **37.5***

***These are clinical placement hours where students learn and practice in (supervised) clinical settings**

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

- 2.7 Prerequisite: **None. For MSLP students only.**

If there is a prerequisite waiver, who is responsible for signing it? **N/A**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

- 2.8 Catalogue description (150 words or less):

Students will gain practical experience in approved facilities and community agencies to apply and integrate foundational knowledge and skills of Speech Language Pathology. Focused on diverse cases, this placement fosters independent case management and interprofessional teamwork, solidifying professional identity as students handle complex cases with limited supervision.

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

- 3. Please list rationale for introducing this course: Development of new Master of Speech Language Pathology (SLP) program within School of Rehabilitation Science.**

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

Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

At the end of the course students must be able to:

1. Manage complex Speech Language Pathology cases with minimal supervision.
2. Demonstrate effective communication strategies for interprofessional collaboration.
3. Develop and execute client-centered intervention plans for diverse populations.
4. Evaluate the outcomes of interventions and modify plans as necessary.
5. Apply professional and ethical principles in managing complex cases.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **N/A**

If so, were these departments consulted? (Include correspondence)

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? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MSLP program.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **Will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Course outline will be included in course syllabus once created.**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science (SRS) only. Maximum enrolment will be 40 students per module.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

a 10-50*

c 50-90

c 90-130

c 130+

*For scheduled activities within School of Rehabilitation Science.

9. **Student evaluation**

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

- 9.1 How should this course be graded?
 C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
 N – Numeric/Percentage
(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. **N/A**

11. **Resources**

11.1 Proposed instructor: **Academic Lead Clinical Education & Community Affairs and Clinical Coordinator.**

11.2 How does the department plan to handle the additional teaching or administrative workload? **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program.**

11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program tuition, assessed per term.**

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:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class

FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

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)

Does this course satisfy one of the official college requirements:

ELWR	English Language Writing Requirement
ILRQ	Indigenous Learning Requirement
QRRQ	Quantitative Reasoning Requirement

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

3.1 Permission Required:

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

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

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

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

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:



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of Graduate and Postdoctoral Studies**
 1.2 Department with academic authority: **School of Rehabilitation Science**
 1.3 Term from which the course is effective: **Fall 2028**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **SLP 906**
 2.2 Academic credit units: **6**
 2.3 Course Long Title (maximum 100 characters): **Clinical Placement 6**
 Course Short Title (maximum 30 characters): **Clinical Placement 6**
 2.4 Total Hours: Lecture Seminar Lab Tutorial Other **225**
 2.5 Weekly Hours: Lecture Seminar Lab Tutorial Other **37.5**
 2.6 Term in which it will be offered: **T1** T2 T1 or T2 T1 and T2
 2.7 Prerequisite: **None. For MSLP students only.**

If there is a prerequisite waiver, who is responsible for signing it? **N/A**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

Students will gain practical experience in approved facilities and community agencies to apply and integrate advanced knowledge and skills of Speech Language Pathology. This placement prepares students for full caseload management, specialized complex client care, and a focus on professional identity to support the application of competencies at an entry-to-practice level.

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

3. Please list rationale for introducing this course: Development of new Master of Speech Language Pathology (SLP) program within School of Rehabilitation Science.

This capstone placement allows for full caseload management and specialized client care, applying competencies at an entry-to-practice level. Students strengthen their professional identity and readiness for independent practice.

Advanced placement with a focus on professional identity, autonomy, and specialized client care.

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

At the end of the course students must be able to:

1. Manage a full caseload independently, ensuring ethical, culturally relevant care and timely outcomes.
2. Provide specialized interventions that align with best practices in Speech Language Pathology.
3. Reflect on and articulate a professional identity rooted in Speech Language Pathology values and principles.
4. Demonstrate readiness for independent practice through effective decision-making and problem-solving.
5. Collaborate with clients, families, and other professionals to ensure relationship focused care.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **N/A**

If so, were these departments consulted? (Include correspondence)

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? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MSLP program.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **Will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Course outline will be included in course syllabus once created.**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science (SRS) only. Maximum enrolment will be 40 students per module.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

10-50*

50-90

90-130

130+

*For scheduled activities within School of Rehabilitation Science.

9. **Student evaluation**

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

- 9.1 How should this course be graded?
 C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
 N – Numeric/Percentage
(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. **N/A**

11. **Resources**

11.1 Proposed instructor: **Academic Lead Clinical Education & Community Affairs and Clinical Coordinator.**

11.2 How does the department plan to handle the additional teaching or administrative workload? **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program.**

11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program tuition, assessed per term.**

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:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session

COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

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)

Does this course satisfy one of the official college requirements:

ELWR	English Language Writing Requirement
ILRQ	Indigenous Learning Requirement
QRRQ	Quantitative Reasoning Requirement

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

3.1 Permission Required:

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

- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 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:



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Fall 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **SLP 801**
- 2.2 Academic credit units: **12 CUs**
- 2.3 Course Long Title (maximum 100 characters): **Child Speech Language Development & Disorders**
Course Short Title (maximum 30 characters): **Child Speech-Language Development**
- 2.4 Total Hours: Lecture **60** Seminar **60** Lab **36** Tutorial Other
- 2.5 Weekly Hours: Lecture **5** Seminar **5** Lab **3** Tutorial Other
- 2.6 Term in which it will be offered: **T1** T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: **None. For MSLP students only.**

If there is a prerequisite waiver, who is responsible for signing it? **N/A**

2.8 Catalogue description (150 words or less):

This course explores the principles, assessment, identification, and intervention strategies for speech sound disorders and language development disorders in children, from birth through school age. It prepares students with essential knowledge and skills for clinical practice, ensuring culturally and linguistically responsive approaches in diverse settings. Topics include phonological disorders, including typical and atypical speech sound development and theoretical frameworks, and the study of language development and disorders. It addresses the characteristics, assessment, and treatment of speech sound and language disorders, emphasizing developmental disorders such as cleft palate, childhood apraxia of speech, DLD, and dyslexia. Students will engage with video observations, practical assignments, and laboratory experiences that offer practical experience in implementing assessment plans and intervention tactics. The course highlights the impact of these disorders on educational, psychosocial, and vocational domains, addressing the challenges faced by multilingual learners. Learners gain an introductory level competency in professionalism, communication, and speech-language pathology expertise.

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

3. **Please list rationale for introducing this course:** This new course is being created as part of the required coursework for the School of Rehabilitation Science's new Master of Speech Language Pathology program.

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

Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

- **Analyze** the typical and atypical patterns of articulation, phonological development, and language acquisition in children, including multilingual contexts, to identify speech and language disorders effectively.
- **Evaluate** the theoretical frameworks related to phonological and language disorders and apply them in developing assessment plans catering to different profiles and special groups, such as children with developmental delay or hearing impairment.
- **Develop** comprehensive assessment and treatment plans for children with speech sound disorders and language development disorders, ensuring responsiveness to cultural and linguistic diversity.
- **Apply** assessment tools and methods to assess speech sound production and language skills, including phonology, morpho-syntax, semantics, and pragmatics, at various linguistic levels.
- **Interpret** the impact of speech and language disorders on psychosocial development, educational achievements, and social interactions, guiding intervention strategies for children from diverse backgrounds.
- **Communicate** assessment and treatment findings effectively to stakeholders including parents, educators, and other professionals, fostering collaborative care plans that support the child's development holistically.
- **Communicate** effectively with clients and healthcare professionals regarding client consent, assessment findings and treatment outcomes using appropriate terminology and clear explanations to convey treatment plans and client progress in client records and interprofessional communications.
- **Critique and revise** personal practice approaches based on collaboration with peers and instructors, and actively provide constructive feedback to peers, aiming for continuous improvement in skills and knowledge while contributing to the collective learning environment.
- **Demonstrate professional behavior** consistent with ethical and legal standards in SLP practice by complying with legal and regulatory requirements, behaving ethically, acting with integrity and embracing social responsibility and reflective practice. This includes respecting client confidentiality, advocating for client rights and maintaining personal wellness to ensure comprehensive and responsible care delivery.

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)

Were any other departments asked to review or comment on the proposal? **No**

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? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MSLP program.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **This information will be provided in the course syllabus that will be developed and submitted to CGPS for approval at a later date.**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?

Students in this course will be from the School of Rehabilitation Science's (SRS) Master of Speech-Language Pathology (MSLP) program only. Yearly student admission will be 40 students, but re-entering students (i.e., students who may have taken an approved leave, etc.) may increase this number. It is estimated this course will enroll 45-50 students each fall term.

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

10-50

50-90

90-130

130+

9. **Student evaluation**

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

9.1 How should this course be graded?

C – Completed Requirements

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

N – Numeric/Percentage

(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? **No. The School of Rehabilitation Science will schedule a final exam for this course as part of their exam timetable.**

10. **Required text**

Include a bibliography for the course. This information will be provided in the course syllabus that will be developed and submitted to CGPS for approval at a later date.

11. Resources

- 11.1 Proposed instructor: MSLP Faculty will be hired and assigned to instruct this – integrated course
- 11.2 How does the department plan to handle the additional teaching or administrative workload? No additional resources required. Master of Physical Therapy program in School of Rehabilitation Science (SRS) has experience with integrated courses and can use as a resource.
- 11.3 Are sufficient library or other research resources available for this course? Yes, we have access to a librarian assigned to SRS.
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? No. Plans for new OT/SLP facilities have been designed with all course needs in mind.

12. Tuition

- 12.1 Will this course attract tuition charges? If so, how much? (use [tuition category](#)). Program tuition, assessed per term.
- 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/Not applicable.

Detailed Course Information

1. Schedule Types

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

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

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) |

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

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

- 3.1 Permission Required:
- 3.2 **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 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:

Updated 2024



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Winter 2027**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **SLP 802**
- 2.2 Academic credit units: **12**
- 2.3 Course Long Title (maximum 100 characters): **Adolescent and Adult Speech Language Development & Disorders**
Course Short Title (maximum 30 characters): **Adolescent & Adult SL DD**
- 2.4 Total Hours: Lecture **108** Seminar Lab **48** Tutorial Other
- 2.5 Weekly Hours: Lecture **9** Seminar Lab **4** Tutorial Other
- 2.6 Term in which it will be offered: T1 **T2** T1 or T2 T1 and T2
- 2.7 Prerequisite: **None. Restricted to students enrolled in MSLP program**
If there is a prerequisite waiver, who is responsible for signing it? **N/A**
- 2.8 Catalogue description (150 words or less):

This course is designed to equip students with a comprehensive understanding of acquired language and cognitive-communication disorders in adolescents and adults. Emphasizing evidence-based approaches, it covers the neurophysiological underpinnings, diagnostic methods, and management strategies necessary for effective clinical practice.

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

3. Please list rationale for introducing this course: **This new course is being created as part of the required coursework for the School of Rehabilitation Science's new Master of Speech Language Pathology program.**

4. Please list the learning objectives for this course:

Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

- **Analyze** the typical and atypical changes in language and cognitive-communication functions across the lifespan within various cultural and contextual frameworks to differentiate acquired communication disorders.
- **Evaluate** the neurological and neurophysiological aspects underpinning acquired language and cognitive-communication disorders, including aphasia, to form relevant clinical hypotheses.
- **Develop** comprehensive assessment plans leveraging differential diagnostic methods to accurately assess acquired communication disorders in adolescents and adults, considering individual client factors.
- **Formulate** evidence-based, functional, and culturally responsive behavioral management strategies for individuals with acquired language and cognitive-communication disorders, addressing associated perceptual, motor, cognitive, and affective challenges.
- **Assess** the impact of acquired communication disorders on psychosocial, educational, and vocational domains and utilize this understanding to inform clinical practice and enhance the quality of life for individuals affected by these disorders.
- **Collaborate** effectively with clients, families, and interdisciplinary teams to support communication and recovery goals, demonstrating sensitivity to cultural, social, and individual factors.
- **Communicate effectively** with clients and healthcare professionals and document client consent, assessment findings and treatment outcomes using appropriate terminology and clear explanations to convey treatment plans and client progress in client records and interprofessional communications.
- **Critique and revise** personal practice approaches based on collaboration with peers and instructors, and actively provide constructive feedback to peers, aiming for continuous improvement in skills and knowledge while contributing to the collective learning environment.
- **Demonstrate professional behavior** consistent with ethical and legal standards in SLP practice by complying with legal and regulatory requirements, behaving ethically, acting with integrity and embracing social responsibility and reflective practice. This includes respecting client confidentiality, advocating for client rights and maintaining personal wellness to ensure comprehensive and responsible care delivery.
- **Analyze, discuss and promote** the importance of respecting cultural, age-related and ethical considerations in healthcare delivery, with an emphasis on Indigenous health, cultural safety, social and emotional care, and sensitive care across the lifespan with diverse client populations and different world views in order to offer responsive, equitable and holistic care.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? No, this course and its proposed focus are unique to School of Rehabilitation Science's new Master of Speech Language Pathology program.

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? No/Not applicable.

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? **Courses cannot be taken outside of program order. Does not apply.**
- 6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MSLP program.**
7. **Course outline**
(Weekly outline of lectures or include a draft of the course information sheet.) **This information will be provided in the course syllabus that will be developed and submitted to CGPS for approval at a later date.**
8. **Enrolment**
- 8.1 What is the maximum enrolment number for this course? And from which colleges?
Students in this course will be from the School of Rehabilitation Science's (SRS) Master of Speech-Language Pathology (MSLP) program only. Yearly student admission will be 40 students, but re-entering students (i.e., students who may have taken an approved leave, etc.) may increase this number. It is estimated this course will enroll 45-50 students each fall term.
- 8.2 For room bookings, please indicate the maximum estimated room size required for this course:
a 10-50
c 50-90
c 90-130
c 130+
9. **Student evaluation**
Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term test, final examination, essays or projects, etc.)
- 9.1 How should this course be graded?
C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(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? **No. The School of Rehabilitation Science will schedule a final exam for this course as part of their exam timetable.**
10. **Required text**
Include a bibliography for the course. **This information will be provided in the course syllabus that will be developed and submitted to CGPS for approval at a later date.**
11. **Resources**
- 11.1 Proposed instructor: MSLP Faculty will be hired and assigned to instruct this **– integrated course**

- 11.2 How does the department plan to handle the additional teaching or administrative workload? **No additional resources required. Master of Physical Therapy program in School of Rehabilitation Science (SRS) has experience with integrated courses and can use as a resource.**
- 11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**
12. **Tuition**
- 12.1 Will this course attract tuition charges? If so, how much? (use [tuition category](#)). **Program tuition, assessed per term.**
- 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/Not applicable.

Detailed Course Information

1. Schedule Types

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

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

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)

Does this course satisfy one of the official college requirements:

ELWR – English Language Writing Requirement

ILRQ – Indigenous Learning Requirement

QRRQ – Quantitative Reasoning Requirement

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

- 3.1 Permission Required:
- 3.2 **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 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.



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Fall 2027**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **SLP 803**
- 2.2 Academic credit units: **17**
- 2.3 Course Long Title (maximum 100 characters): **Integrated Speech Language Pathology Practices and Neurodiversity**
Course Short Title (maximum 30 characters): **Practice & Neurodiversity**
- 2.4 Total Hours: Lecture **221** Seminar Lab Tutorial Other
- 2.5 Weekly Hours: Lecture **18** Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: **T1**
- 2.7 Prerequisite: **None. Restricted to students enrolled in the MSLP program**

If there is a prerequisite waiver, who is responsible for signing it? **N/A**

- 2.8 Catalogue description (150 words or less):

The course integrates principles of neurodiversity with an understanding of comorbid disorders, such as ASD, ADHD, and EBD. It provides a thorough exploration of biopsychosocial frameworks and health psychology approaches to enable positive behavior change and support. Students will learn to account for cultural and linguistic factors and understand the psychosocial effects of communication disorders on clients and their significant others. The course also covers medical interventions' impacts on communication and related functions. Through this course, students will develop skills in interviewing, counseling, and creating family-centered, inclusive interventions. Learners will also gain an understanding of the leadership, management and advocacy roles of speech-language pathologists within diverse contexts of practice.

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

3. **Please list rationale for introducing this course:** **This new course is being created as part of the required coursework for the School of Rehabilitation Science's new Master of Speech Language Pathology program.**

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

Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

- **Explain** the principles of neurodiversity and apply biopsychosocial frameworks (e.g., WHO ICF) to understand and address the complexities of communication and related disorders in neurodiverse populations.
- **Identify** cultural, linguistic, and psychosocial factors that affect assessment and treatment, using this insight to enhance clinical relationships and outcomes for clients with comorbid conditions.
- **Assess** the impact of comorbid disorders, such as ASD, ADHD, and EBD, on communication and sensory processing, using culturally responsive approaches to tailor individualized interventions.
- **Evaluate** the psychosocial and health implications of acute and chronic conditions on clients and their families, developing strategies that support coping and communication efficacy.
- **Develop** neurodiversity-affirming and family-centered intervention plans that are inclusive of clients' cultural, linguistic, and gender identities, fostering partnerships with families and caregivers.
- **Implement** effective interviewing and counseling methods that promote understanding and support for neurodiverse individuals and their families, ensuring communication interventions align with clients' values and needs.
- **Analyze** the effects of medical interventions on communication and related disorders, integrating this knowledge into holistic care plans that address both biomedical and psychosocial aspects of health.
- **Advocate** for systemic changes in clinical practices that better serve neurodiverse populations, promoting awareness and education on the benefits of neurodiversity-affirming approaches.
- **Communicate effectively** with clients and healthcare professionals and document client consent, assessment findings and treatment outcomes using appropriate terminology and clear explanations to convey treatment plans and client progress in client records and interprofessional communications.
- **Critique and revise** personal practice approaches based on collaboration with peers and instructors, and actively provide constructive feedback to peers, aiming for continuous improvement in skills and knowledge while contributing to the collective learning environment.
- **Demonstrate professional behavior** consistent with ethical and legal standards in physiotherapy practice by complying with legal and regulatory requirements, behaving ethically, acting with integrity and embracing social responsibility and reflective practice. This includes respecting client confidentiality, advocating for client rights and maintaining personal wellness to ensure comprehensive and responsible care delivery.
- **Analyze, discuss and promote** the importance of respecting cultural, age-related and ethical considerations in healthcare delivery, with an emphasis on Indigenous health, cultural safety,

social and emotional care, and sensitive care across the lifespan with diverse client populations and different world views in order to offer responsive, equitable and holistic care.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No, this course and its proposed focus are unique to School of Rehabilitation Science's new Master of Speech Language Pathology program.**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No/Not applicable.**

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? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MSLP program.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **This information will be provided in the course syllabus that will be developed and submitted to CGPS for approval at a later date.**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?

Students in this course will be from the School of Rehabilitation Science's (SRS) Master of Speech-Language Pathology (MSLP) program only. Yearly student admission will be 40 students, but re-entering students (i.e., students who may have taken an approved leave, etc.) may increase this number. It is estimated this course will enroll 45-50 students each fall term.

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

a 10-50

c 50-90

c 90-130

c 130+

9. **Student evaluation**

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

9.1 How should this course be graded?

C – Completed Requirements

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

N – Numeric/Percentage

(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? **No. The School of Rehabilitation Science will schedule a final exam for this course as part of their exam timetable.**
10. **Required text**
Include a bibliography for the course. **This information will be provided in the course syllabus that will be developed and submitted to CGPS for approval at a later date.**
11. **Resources**
- 11.1 Proposed instructor: MSLP Faculty will be hired and assigned to instruct this **– integrated course**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **No additional resources required. Master of Physical Therapy program in School of Rehabilitation Science (SRS) has experience with integrated courses and can use as a resource.**
- 11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**
12. **Tuition**
- 12.1 Will this course attract tuition charges? If so, how much? (use [tuition category](#)). **Program tuition, assessed per term.**
- 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/Not applicable.**
-

Detailed Course Information

1. Schedule Types

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

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program

LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

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)

Does this course satisfy one of the official college requirements:

ELWR	English Language Writing Requirement
ILRQ	Indigenous Learning Requirement
QRRQ	Quantitative Reasoning Requirement

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

- 3.1 Permission Required:
- 3.2 **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 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:



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Spring 2028**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **SLP 804**
- 2.2 Academic credit units: **15**
- 2.3 Course Long Title (maximum 100 characters): **Capstone Project: Clinical Research, Policy, and Practice Innovation**
Course Short Title (maximum 30 characters): **Capstone Project**
- 2.4 Total Hours: Lecture **195** Seminar Lab Tutorial Other
- 2.5 Weekly Hours: Lecture **16** Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: **Spring and Summer**
- 2.7 Prerequisite: **None. Restricted to students enrolled in MSLP program**

If there is a prerequisite waiver, who is responsible for signing it? **N/A**

- 2.8 Catalogue description (150 words or less):

This capstone course offers a flexible and interdisciplinary framework for students to design and conduct a project that reflects their specific interests and career goals. With an emphasis on Universal Design for Learning (UDL) principles, students can select pathways such as research, policy development, or business innovation. The course includes advanced clinical research methodologies, exploring both quantitative and qualitative methods, as well as principles of evidence-based practice. Students will critically evaluate assessment procedures and treatment efficacy in areas such as hearing disorders and related communication challenges.

Learners will refine their professional knowledge, identify personal strengths and areas for development, and craft individualized development plans. Through collaboration with peers and mentors, students will enhance their project management, implementation, and presentation skills. The course culminates in a comprehensive presentation that showcases their findings and application of evidence-based strategies, demonstrating readiness for professional practice.

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

3. **Please list rationale for introducing this course:** This new course is being created as part of the required coursework for the School of Rehabilitation Science's new Master of Speech Language Pathology program.

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

Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

- **Describe** the anatomy and physiology of the larynx and the mechanisms of normal and disordered voice production, applying this knowledge to identify and diagnose voice disorders.
- **Evaluate** the perceptual, acoustical, and physiological differences between normal and disordered voice production, employing appropriate assessment tools and techniques.
- **Assess** laryngeal airway function using perceptual, physiologic, aerodynamic, and acoustic measures, formulating strategies for individuals with chronic throat clearing, cough, or breathing difficulties.
- **Analyze** factors affecting voice production, including gender identity, vocal fold pathology, hearing loss, and environmental influences, to tailor clinical interventions accordingly.
- **Implement** evidence-based assessment and intervention strategies for individuals with resonance disorders, utilizing perceptual, acoustic, and articulatory measures to guide decision-making.
- **Develop** comprehensive treatment plans that consider surgical, prosthetic, and non-surgical interventions, supported by interdisciplinary referrals when necessary.
- **Interpret** the psychosocial, educational, and vocational impacts of voice and resonance disorders, advocating for holistic approaches to client care.
- **Collaborate** effectively with professionals from other disciplines, such as otolaryngologists or craniofacial specialists, to ensure comprehensive management of voice and resonance disorders.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No, this course and its proposed focus are unique to School of Rehabilitation Science's new Master of Speech Language Pathology program.**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No/Not applicable.**

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? **Courses cannot be taken outside of program order. Does not apply.**
- 6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MSLP program.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **This information will be provided in the course syllabus that will be developed and submitted to CGPS for approval at a later date.**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?
Students in this course will be from the School of Rehabilitation Science's (SRS) Master of Speech-Language Pathology (MSLP) program only. Yearly student admission will be 40 students, but re-entering students (i.e., students who may have taken an approved leave, etc.) may increase this number. It is estimated this course will enroll 45-50 students each fall term.

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

a 10-50

c 50-90

c 90-130

c 130+

9. **Student evaluation**

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

9.1 How should this course be graded?

C – Completed Requirements

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

N – Numeric/Percentage

(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? **No. The School of Rehabilitation Science will schedule a final exam for this course as part of their exam timetable.**

10. **Required text**

Include a bibliography for the course. **This information will be provided in the course syllabus that will be developed and submitted to CGPS for approval at a later date.**

11. **Resources**

11.1 Proposed instructor: MSLP Faculty will be hired and assigned to instruct this **– integrated course**

- 11.2 How does the department plan to handle the additional teaching or administrative workload? **No additional resources required. Master of Physical Therapy program in School of Rehabilitation Science (SRS) has experience with integrated courses and can use as a resource.**
- 11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**
12. **Tuition**
- 12.1 Will this course attract tuition charges? If so, how much? (use [tuition category](#)). **Program tuition, assessed per term.**
- 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/Not applicable.**
-

Detailed Course Information

1. Schedule Types

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

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

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)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

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

- 3.1 Permission Required:
- 3.2 **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 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:



New Course Proposal & Creation Form

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Fall 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **SLP 811**
- 2.2 Academic credit units: **11**
- 2.3 Course Long Title (maximum 100 characters): **Introduction to Speech Language Pathology and the Fundamentals of Speech Language Sciences**

Course Short Title (maximum 30 characters): **Intro to SLP**

2.4 Total Hours: **144** Lecture Seminar Lab Tutorial Other

2.5 Weekly Hours: Lecture **12** Seminar Lab Tutorial Other

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

2.7 Prerequisite: **None. Restricted to students enrolled in MSLP program**
If there is a prerequisite waiver, who is responsible for signing it? **N/A**

2.8 Catalogue description (150 words or less): **This course combines foundational knowledge of the anatomy, neuroanatomy, and physiology of the speech production and swallowing mechanisms with speech science, focusing on speech production, acoustic phonetics, and perception. It aims to equip students with comprehensive insights necessary for proficient communication with professionals across medical and dental fields, ensuring readiness for practical applications and clinical settings.**

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

3. **Please list rationale for introducing this course:** **This new course is being created as part of the required coursework for the School of Rehabilitation Science's new Master of Speech Language Pathology program.**

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

Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

1. **Analyze** the anatomical, neuroanatomy, and physiological features of the respiratory, phonatory, articulatory, and swallowing systems and their interactions in speech production and swallowing.
 2. **Evaluate** the developmental and maturational processes of the nervous system and their impact on speech, language, cognition, and balance across the lifespan.
 3. **Synthesize** theories of speech perception and acoustics to understand and interpret the perception of both linguistic and non-linguistic communication aspects.
 4. **Apply** psychophysical methods to assess and interpret speech behaviors using appropriate physiological, acoustic, and perceptual measures.
 5. **Communicate** fluently with professionals in related fields by utilizing a foundational understanding of congenital and acquired disorders of the speech mechanism and their clinical implications.
5. **Impact of this course**
 Are the programs of other departments or Colleges affected by this course? **No, this course and its proposed focus are unique to School of Rehabilitation Science's new Master of Speech Language Pathology program.**
 If so, were these departments consulted? (Include correspondence)
 Were any other departments asked to review or comment on the proposal? **No/Not applicable.**
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? **Courses cannot be taken outside of program order. Does not apply.**
 - 6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MSLP program.**
7. **Course outline**
 (Weekly outline of lectures or include a draft of the course information sheet.) **This information will be provided in the course syllabus that will be developed and submitted to CGPS for approval at a later date.**
8. **Enrolment**
- 8.1 What is the maximum enrolment number for this course? And from which colleges?
Students in this course will be from the School of Rehabilitation Science's (SRS) Master of Speech-Language Pathology (MSLP) program only. Yearly student admission will be 40 students, but re-entering students (i.e., students who may have taken an approved leave, etc.) may increase this number. It is estimated this course will enroll 45-50 students each fall term.
 - 8.2 For room bookings, please indicate the maximum estimated room size required for this course:
10-50
 50-90
 90-130
 130+
9. **Student evaluation**
 Give approximate weighting assigned to each indicator (assignments, laboratory work, mid-term

test, final examination, essays or projects, etc.)

- 9.1 How should this course be graded?
 C – Completed Requirements
(Grade options for instructor: Completed Requirements, Fail, IP In Progress)
N – Numeric/Percentage
(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? **No. The School of Rehabilitation Science will schedule a final exam for this course as part of their exam timetable.**

10. Required text

Include a bibliography for the course. **This information will be provided in the course syllabus that will be developed and submitted to CGPS for approval at a later date.**

11. Resources

- 11.1 Proposed instructor: MSLP Faculty will be hired and assigned to instruct this **– integrated course**
- 11.2 How does the department plan to handle the additional teaching or administrative workload?
No additional resources required. Master of Physical Therapy program in School of Rehabilitation Science (SRS) has experience with integrated courses and can use as a resource.
- 11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. Tuition

- 12.1 Will this course attract tuition charges? If so, how much? (use [tuition category](#)). **Program tuition, assessed per term.**
- 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/Not applicable.

Detailed Course Information

1. Schedule Types

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

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research

ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

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)

Does this course satisfy one of the official college requirements:

ELWR	English Language Writing Requirement
ILRQ	Indigenous Learning Requirement
QRRQ	Quantitative Reasoning Requirement

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

- 3.1 Permission Required:
- 3.2 **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 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:



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Winter 2027**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **SLP 812**
- 2.2 Academic credit units: **9 CU**
- 2.3 Course Long Title (maximum 100 characters): **Motor Speech and Oral Motor Disorders**
Course Short Title (maximum 30 characters): **Motor Speech & Oral Disorders**
- 2.4 Total Hours: Lecture **40** Seminar **40** Lab **37** Tutorial Other
- 2.5 Weekly Hours: Lecture **5** Seminar **2.5** Lab **2.5** Tutorial Other
- 2.6 Term in which it will be offered: T1 **T2** T1 or T2 T1 and T2
- 2.7 Prerequisite: **None. Restricted to students enrolled MSLP program**

If there is a prerequisite waiver, who is responsible for signing it? **N/A**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

This course provides an advanced examination of motor speech disorders, including both congenital and acquired dysarthria and dyspraxia, along with resonance disorders affecting the velopharyngeal mechanism. It will prepare students to assess, diagnose, and manage these disorders, integrating evidence-informed practices and addressing the psychosocial and vocational impacts on individuals. The course covers the neurological basis and clinical characteristics of motor speech disorders, including the effects on respiratory, phonatory, resonatory, articulatory, and prosodic features of speech. It explores the theoretical frameworks and etiological factors relevant to motor speech and resonance disorders. Students will gain expertise in instrumental and perceptual assessment techniques and apply systematic management strategies. Special emphasis is placed on resonance disorders, understanding their etiologies—including structural, neurogenic, and learning factors—and their impact on communication. Additionally, the course examines the broader psychosocial, educational, and vocational implications of these disorders, highlighting their relationships with related neurological or developmental conditions.

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

3. **Please list rationale for introducing this course:** This new course is being created as part of the required coursework for the School of Rehabilitation Science's new Master of Speech Language Pathology program.

4. **Please list the learning objectives for this course:**
Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

By the end of this course, students will be expected to:

- **Analyze** the neurological bases and clinical characteristics of motor speech disorders and resonance disorders, understanding their impact on speech production and communication.
- **Evaluate** the etiological factors and developmental trajectories of both motor speech and resonance disorders to inform prognosis and treatment planning.
- **Conduct** comprehensive assessments using instrumental and perceptual methods for evaluating physiological support for speech, including assessments of phonation, resonance, articulation, and prosody.
- **Formulate** evidence-based management strategies that incorporate motor learning principles and address the diverse needs and perceptions of clients and their communication partners.
- **Interpret** the impact of motor speech and resonance disorders on individuals' speech intelligibility, psychosocial roles, educational opportunities, and vocational activities, advocating for inclusive communication strategies.
- **Apply** anatomical and physiological knowledge of the velopharyngeal sphincter and resonating cavities to clinical practice, enhancing diagnosis and intervention for clients with related disorders.
- **Collaborate** with interdisciplinary teams to provide holistic care, ensuring that intervention plans are culturally responsive and tailored to individual client needs.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No, this course and its proposed focus are unique to School of Rehabilitation Science's new Master of Speech Language Pathology program.**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No/Not applicable.**

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? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MSLP program.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **This information will be provided in the course syllabus that will be developed and submitted to CGPS for approval at a later date.**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?

Students in this course will be from the School of Rehabilitation Science's (SRS) Master of Speech-Language Pathology (MSLP) program only. Yearly student admission will be 40 students, but re-entering students (i.e., students who may have taken an approved leave, etc.) may increase this number. It is estimated this course will enroll 45-50 students each fall term.

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

10-50

50-90

90-130

130+

9. **Student evaluation**

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

9.1 How should this course be graded?

C – Completed Requirements

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

N – Numeric/Percentage

(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? **No. The School of Rehabilitation Science will schedule a final exam for this course as part of their exam timetable.**

10. **Required text**

Include a bibliography for the course. **This information will be provided in the course syllabus that will be developed and submitted to CGPS for approval at a later date.**

11. **Resources**

11.1 Proposed instructor: **MSLP Faculty will be hired and assigned to instruct this – integrated course**

- 11.2 How does the department plan to handle the additional teaching or administrative workload? **No additional resources required. Master of Physical Therapy program in School of Rehabilitation Science (SRS) has experience with integrated courses and can use as a resource.**
- 11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**
12. **Tuition**
- 12.1 Will this course attract tuition charges? If so, how much? (use [tuition category](#)). **Program tuition, assessed per term.**
- 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/Not applicable.**
-

Detailed Course Information

1. Schedule Types

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

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

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) |

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

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

- 3.1 Permission Required:
- 3.2 **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 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:



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Spring 2027**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **SLP 813**
- 2.2 Academic credit units: **8**
- 2.3 Course Long Title (maximum 100 characters): **Hearing Disorders & Aural Rehabilitation**
Course Short Title (maximum 30 characters): **Hearing Disorder & Aural Rehab**
- 2.4 Total Hours: Lecture **62** Seminar Lab **42** Tutorial Other
- 2.5 Weekly Hours: Lecture **10** Seminar Lab **7** Tutorial Other
- 2.6 Term in which it will be offered: **Spring**
- 2.7 Prerequisite: **None. Restricted to students enrolled in the MSLP program**

If there is a prerequisite waiver, who is responsible for signing it? **N/A**

- 2.8 Catalogue description (150 words or less):

This course aims to provide an in-depth understanding of hearing science, hearing disorders, and their impact on speech and language. It prepares students to effectively diagnose, treat, and rehabilitate individuals with hearing impairment, integrating evidence informed contemporary approaches, and technological advancements into practice.

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

3. **Please list rationale for introducing this course:** **This new course is being created as part of the required coursework for the School of Rehabilitation Science's new Master of Speech Language Pathology program.**

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

Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

- **Explain** the anatomical and physiological characteristics of the auditory system and how they relate to hearing disorders, incorporating both environmental and genetic perspectives on etiology.

- **Outline** the symptoms and risk factors associated with hearing disorders, alongside the associated speech, language, and voice profiles for prelingual and post-lingual onset conditions.
- **Demonstrate** proficiency in basic audiometric testing and the use of clinical instrumentation pertinent to hearing assessment and treatment.
- **Evaluate** theoretical frameworks and communication approaches for individuals with hearing impairments, considering their advantages and disadvantages within diverse cultural and sensory contexts.
- **Analyze** the psychosocial, educational, and vocational impacts of hearing impairment and the effectiveness of audiologic rehabilitation, advocating for inclusive strategies that enhance communication and participation.
- **Implement** evidence-based habilitation and rehabilitation strategies using various sensory modalities, including manual, aural/oral, visual, and tactile communications, tailored to individual needs.
- **Advocate** for and apply knowledge of digital health platforms and virtual delivery services to expand access to hearing services while ensuring information privacy and security.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No, this course and its proposed focus are unique to School of Rehabilitation Science's new Master of Speech Language Pathology program.**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No/Not applicable.**

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? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MSLP program.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **This information will be provided in the course syllabus that will be developed and submitted to CGPS for approval at a later date.**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?

Students in this course will be from the School of Rehabilitation Science's (SRS) Master of Speech-Language Pathology (MSLP) program only. Yearly student admission will be 40 students, but re-entering students (i.e., students who may have taken an approved leave, etc.) may increase this number. It is estimated this course will enroll 45-50 students each fall term.

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

- 10-50
 50-90
 90-130
 130+

9. **Student evaluation**

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

9.1 How should this course be graded?

C – Completed Requirements

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

N – Numeric/Percentage

(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? **No. The School of Rehabilitation Science will schedule a final exam for this course as part of their exam timetable.**

10. **Required text**

Include a bibliography for the course. **This information will be provided in the course syllabus that will be developed and submitted to CGPS for approval at a later date.**

11. **Resources**

11.1 Proposed instructor: MSLP Faculty will be hired and assigned to instruct this **– integrated course**

11.2 How does the department plan to handle the additional teaching or administrative workload? **No additional resources required. Master of Physical Therapy program in School of Rehabilitation Science (SRS) has experience with integrated courses and can use as a resource.**

11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use [tuition category](#)). **Program tuition, assessed per term.**

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/Not applicable.**

Detailed Course Information

1. Schedule Types

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

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

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)

Does this course satisfy one of the official college requirements:

ELWR	English Language Writing Requirement
ILRQ	Indigenous Learning Requirement
QRRQ	Quantitative Reasoning Requirement

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

3.1 Permission Required:

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

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

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

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



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Spring 2027**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **SLP 814**
- 2.2 Academic credit units: **4**
- 2.3 Course Long Title (maximum 100 characters): **Fluency Disorders: Assessment & Treatment**
Course Short Title (maximum 30 characters): **Fluency Disorders**
- 2.4 Total Hours: Lecture **52** Seminar Lab Tutorial Other
- 2.5 Weekly Hours: Lecture **8** Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: **Spring**
- 2.7 Prerequisite: **None. Restricted to students enrolled in the MSLP program**

If there is a prerequisite waiver, who is responsible for signing it? **N/A**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

This course aims to provide students with in-depth knowledge and clinical competencies related to fluency disorders, including stuttering and cluttering. It prepares students to effectively assess, diagnose, and treat individuals with fluency disorders, using evidence informed practice to tailor interventions to the multifaceted nature of these conditions.

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

3. **Please list rationale for introducing this course:** This new course is being created as part of the required coursework for the School of Rehabilitation Science's new Master of Speech Language Pathology program.

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

Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

- **Describe** the characteristics and potential causes of typical disfluency, developmental stuttering, acquired stuttering, and cluttering, with an emphasis on understanding their multifactorial nature.
- **Assess** types and frequencies of disfluencies, as well as the severity, rate of speech, and secondary characteristics associated with fluency disorders, by implementing standardized and observational assessment techniques.
- **Analyze** the psychosocial, educational, and vocational impacts of fluency disorders on clients and their families, formulating strategies to minimize these influences through supportive interventions.
- **Evaluate** the attitudes, behavioral, and cognitive reactions of clients with fluency disorders, utilizing this understanding to inform personalized treatment plans that address individual needs and contexts.
- **Implement** evidence-based stuttering assessment and treatment methods, demonstrating the ability to administer specialized techniques tailored to diverse client profiles and responsive to various dimensions of fluency disorders.
- **Integrate** knowledge of the biological, developmental, and linguistic features of fluency disorders into clinical practice, ensuring a comprehensive approach to client care.
- **Communicate** effectively with clients and healthcare professionals and document client consent, assessment findings and treatment outcomes using appropriate terminology and clear explanations to convey treatment plans and client progress in client records and interprofessional communications.
- **Critique** and revise personal practice approaches based on collaboration with peers and instructors, and actively provide constructive feedback to peers, aiming for continuous improvement in skills and knowledge while contributing to the collective learning environment.
- **Demonstrate** professional behavior consistent with ethical and legal standards in physiotherapy practice by complying with legal and regulatory requirements, behaving ethically, acting with integrity and embracing social responsibility and reflective practice. This includes respecting client confidentiality, advocating for client rights and maintaining personal wellness to ensure comprehensive and responsible care delivery.
- **Analyze**, discuss and promote the importance of respecting cultural, age-related and ethical considerations in healthcare delivery, with an emphasis on Indigenous health, cultural safety, social and emotional care, and sensitive care across the lifespan with diverse client populations and different world views in order to offer responsive, equitable and holistic care.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? No, this course and its proposed focus are unique to School of Rehabilitation Science's new Master of Speech Language Pathology program.

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No/Not applicable.**

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? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MSLP program.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **This information will be provided in the course syllabus that will be developed and submitted to CGPS for at a later date.**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?

Students in this course will be from the School of Rehabilitation Science's (SRS) Master of Speech-Language Pathology (MSLP) program only. Yearly student admission will be 40 students, but re-entering students (i.e., students who may have taken an approved leave, etc.) may increase this number. It is estimated this course will enroll 45-50 students each fall term.

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

a 10-50

c 50-90

c 90-130

c 130+

9. **Student evaluation**

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

9.1 How should this course be graded?

C – Completed Requirements

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

N – Numeric/Percentage

(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? **No. The School of Rehabilitation Science will schedule a final exam for this course as part of their exam timetable.**

10. **Required text**

Include a bibliography for the course. **This information will be provided in the course syllabus that will be developed and submitted to CGPS at a later date.**

11. Resources

- 11.1 Proposed instructor: MSLP Faculty will be hired and assigned to instruct this **– integrated course**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **No additional resources required. Master of Physical Therapy program in School of Rehabilitation Science (SRS) has experience with integrated courses and can use as a resource.**
- 11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. Tuition

- 12.1 Will this course attract tuition charges? If so, how much? (use [tuition category](#)). **Program tuition, assessed per term.**
- 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/Not applicable.**

Detailed Course Information**1. Schedule Types**

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

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

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)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

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

- 3.1 Permission Required:
- 3.2 **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 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:



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Summer 2027**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **SLP 815**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Voice, Hearing, and Augmentative & Alternative Communication**
Course Short Title (maximum 30 characters): **Voice, Hearing, and AAC**
- 2.4 Total Hours: Lecture **39** Seminar Lab Tutorial Other
- 2.5 Weekly Hours: Lecture **9** Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: **Summer**
- 2.7 Prerequisite: **None. Restricted to students enrolled in the MSLP program**

If there is a prerequisite waiver, who is responsible for signing it? **N/A**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

This course offers a comprehensive exploration of voice science and its critical role in communication. Students will study the anatomy and physiology of voice production, distinguishing between normal and pathological voice conditions, and examining the influence of various factors on vocal performance. Advanced treatment methodologies and aural (re)habilitation strategies will be developed for individuals with hearing loss, focusing on their impact on voice and communication. Additionally, students will investigate the application of augmentative and alternative communication devices, virtual service delivery models, and digital health platforms. The course emphasizes evidence-informed practices, the psychosocial ramifications of hearing and voice disorders, and the importance of interdisciplinary collaboration.

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

3. **Please list rationale for introducing this course:** This new course is being created as part of the required coursework for the School of Rehabilitation Science's new Master of Speech Language Pathology program.

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

Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

Describe the normal and disordered anatomy and physiology of voice production, and the role of augmentative and alternative communication (AAC) devices in supporting individuals with communication disorders.

Analyze theoretical frameworks and intervention strategies for voice disorders, hearing loss, and AAC, tailoring approaches to specific client populations with varying needs.

Assess the impact of hearing loss on voice and communication, incorporating medical history, audiometric data, AAC needs, and psychosocial factors into the diagnostic process.

Develop comprehensive treatment plans for aural (re)habilitation, voice therapy, and AAC, focusing on the integration of these elements to enhance overall communication outcomes.

Evaluate the effectiveness of augmentative and alternative communication devices, virtual service delivery models, and digital health platforms in supporting individuals with voice and hearing disorders.

Apply evidence-based practices in the management of voice disorders, hearing loss, and AAC, considering the psychosocial implications and the importance of client-centered care.

Interpret the intersection of voice, hearing, and augmentative communication needs, developing integrated treatment strategies that address these interrelated conditions holistically.

Advocate for culturally responsive, ethical, and sustainable management plans that consider the vocational, educational, and economic impacts of voice and hearing disorders on individual clients, including children and their learning environments.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No, this course and its proposed focus are unique to School of Rehabilitation Science's new Master of Speech Language Pathology program.**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No/Not applicable.**

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? **Courses cannot be taken outside of program order. Does not apply.**
- 6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MSLP program.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **This information will be provided in the course syllabus that will be developed and submitted to CGPS for at a later date.**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?
Students in this course will be from the School of Rehabilitation Science's (SRS) Master of Speech-Language Pathology (MSLP) program only. Yearly student admission will be 40 students, but re-entering students (i.e., students who may have taken an approved leave, etc.) may increase this number. It is estimated this course will enroll 45-50 students each fall term.

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

a 10-50

c 50-90

c 90-130

c 130+

9. **Student evaluation**

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

9.1 How should this course be graded?

C – Completed Requirements

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

N – Numeric/Percentage

(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? **No. The School of Rehabilitation Science will schedule a final exam for this course as part of their exam timetable.**

10. **Required text**

Include a bibliography for the course. **This information will be provided in the course syllabus that will be developed and submitted to CGPS at a later date.**

11. **Resources**

- 11.1 Proposed instructor: MSLP Faculty will be hired and assigned to instruct this – integrated course
- 11.2 How does the department plan to handle the additional teaching or administrative workload? No additional resources required. Master of Physical Therapy program in School of Rehabilitation Science (SRS) has experience with integrated courses and can use as a resource.
- 11.3 Are sufficient library or other research resources available for this course? Yes, we have access to a librarian assigned to SRS.
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? No. Plans for new OT/SLP facilities have been designed with all course needs in mind.
12. **Tuition**
- 12.1 Will this course attract tuition charges? If so, how much? (use [tuition category](#)). Program tuition, assessed per term.
- 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/Not applicable.
-

Detailed Course Information

1. Schedule Types

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

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

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)

Does this course satisfy one of the official college requirements:

- ELWR – English Language Writing Requirement
- ILRQ – Indigenous Learning Requirement
- QRRQ – Quantitative Reasoning Requirement

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

- 3.1 Permission Required:
- 3.2 **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 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:



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Fall 2027**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **SLP 816**
- 2.2 Academic credit units: **8**
- 2.3 Course Long Title (maximum 100 characters): **Dysphagia, Voice and Resonance**
Course Short Title (maximum 30 characters): **Dysphagia, Voice and Resonance**

2.4 Total Hours: Lecture **96** Seminar Lab Tutorial Other

2.5 Weekly Hours: Lecture **8** Seminar Lab Tutorial Other

2.6 Term in which it will be offered: **T1**

2.7 Prerequisite: **None. Restricted to students enrolled in the MSLP program**

If there is a prerequisite waiver, who is responsible for signing it? **N/A**

2.8 Catalogue description (150 words or less):

This course offers an in-depth exploration of normal and abnormal eating and swallowing processes across the lifespan, focusing on the anatomy, physiology, and neurophysiology of the upper aerodigestive tract. Students will develop the knowledge and clinical skills needed to effectively diagnose, assess, and manage dysphagia using evidence-informed practice and instrumental techniques such as VFSS and FEES. This course explores the social, cultural, ethical, and psychosocial impacts of dysphagia while preparing students to apply tailored therapeutic and management strategies. Additionally, the course delves into the anatomy, physiology, and clinical management of voice and resonance disorders. Through this, students will gain the expertise required to assess, diagnose, and implement evidence-informed interventions for individuals with voice and laryngeal airway disorders, as well as resonance disorders, across the lifespan. Students will develop evidence-informed recommendations, identify potential referrals, and strengthen their capacity for multidisciplinary collaboration, addressing the educational and vocational implications of these disorders.

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

3. **Please list rationale for introducing this course:** This new course is being created as part of the required coursework for the School of Rehabilitation Science's new Master of Speech Language Pathology program.

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

Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

- **Describe** the normal and disordered anatomy, physiology, and neurophysiology of the upper aerodigestive tract, relating this knowledge to the processes of eating and swallowing.
- **Analyze** theoretical frameworks and intervention strategies for feeding and swallowing, tailoring approaches to specific client populations with dysphagia.
- **Assess** risk factors and implications of dysphagia, incorporating medical history, pharmacologic, respiratory, and cognitive-linguistic considerations into the diagnostic process.
- **Conduct** comprehensive assessments of swallowing function using clinical and instrumental measures, such as VFSS and FEES, to evaluate oral, pharyngeal, laryngeal, and esophageal regions.
- **Evaluate** the client's and/or communication partner's perception of swallowing issues and their impact on activities and social participation, integrating this understanding into client-centered care.
- **Apply** therapeutic maneuvers, bolus manipulation techniques, and alternative nutrition methods, informed by a solid understanding of exercise physiology and postural adjustments to optimize swallowing safety and efficiency.
- **Interpret** the intersection of voice, resonance, and neurologically based speech disorders with dysphagia, developing integrated treatment strategies that address these interrelated conditions holistically.
- **Advocate** for culturally responsive, ethical, and sustainable management plans that consider the vocational and economic impacts of dysphagia on individual clients.
- **Describe** the anatomy and physiology of the larynx and the mechanisms of normal and disordered voice production, applying this knowledge to identify and diagnose voice disorders.
- **Evaluate** the perceptual, acoustical, and physiological differences between normal and disordered voice production, employing appropriate assessment tools and techniques.
- **Assess** laryngeal airway function using perceptual, physiologic, aerodynamic, and acoustic measures, formulating strategies for individuals with chronic throat clearing, cough, or breathing difficulties.
- **Analyze** factors affecting voice production, including gender identity, vocal fold pathology, hearing loss, and environmental influences, to tailor clinical interventions accordingly.
- **Implement** evidence-informed assessment and intervention strategies for individuals with resonance disorders, using perceptual, acoustic, and articulatory measures to guide decision-making.
- **Develop** comprehensive treatment plans that consider surgical, prosthetic, and non-surgical interventions, supported by interdisciplinary referrals when necessary.
- **Interpret** the psychosocial, educational, and vocational impacts of voice and resonance disorders, advocating for holistic approaches to client care.

- **Collaborate** effectively with professionals from other disciplines, such as otolaryngologists or craniofacial specialists, to ensure comprehensive management of voice and resonance disorders.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No, this course and its proposed focus are unique to School of Rehabilitation Science's new Master of Speech Language Pathology program.**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No/Not applicable.**

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? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MSLP program.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **This information will be provided in the course syllabus that will be developed and submitted to CGPS for approval at a later date.**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?

Students in this course will be from the School of Rehabilitation Science's (SRS) Master of Speech-Language Pathology (MSLP) program only. Yearly student admission will be 40 students, but re-entering students (i.e., students who may have taken an approved leave, etc.) may increase this number. It is estimated this course will enroll 45-50 students each fall term.

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

10-50

c 50-90

c 90-130

c 130+

9. **Student evaluation**

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

9.1 How should this course be graded?

C – Completed Requirements

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

N – Numeric/Percentage

(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? **No. The School of Rehabilitation Science will schedule a final exam for this course as part of their exam timetable.**
10. **Required text**
Include a bibliography for the course. **This information will be provided in the course syllabus that will be developed and submitted to CGPS for approval at a later date.**
11. **Resources**
- 11.1 Proposed instructor: MSLP Faculty will be hired and assigned to instruct this **– integrated course**
- 11.2 How does the department plan to handle the additional teaching or administrative workload? **No additional resources required. Master of Physical Therapy program in School of Rehabilitation Science (SRS) has experience with integrated courses and can use as a resource.**
- 11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**
- 11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**
12. **Tuition**
- 12.1 Will this course attract tuition charges? If so, how much? (use [tuition category](#)). **Program tuition, assessed per term.**
- 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/Not applicable.**

Detailed Course Information

1. Schedule Types

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

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class

LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

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)

Does this course satisfy one of the official college requirements:

ELWR	English Language Writing Requirement
ILRQ	Indigenous Learning Requirement
QRRQ	Quantitative Reasoning Requirement

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

- 3.1 Permission Required:
- 3.2 **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 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:



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **CGPS**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Spring 2028**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **SLP 817**
- 2.2 Academic credit units: **8**
- 2.3 Course Long Title (maximum 100 characters): **Language & Literacy Remediation Across the Lifespan**
Course Short Title (maximum 30 characters): **Language & Literacy**
- 2.4 Total Hours: Lecture **104** Seminar Lab Tutorial Other
- 2.5 Weekly Hours: Lecture **8** Seminar Lab Tutorial Other
- 2.6 Term in which it will be offered: **Spring and Summer**
- 2.7 Prerequisite: **None. Restricted to students enrolled in MSLP program**

If there is a prerequisite waiver, who is responsible for signing it? **N/A**

2.8 Catalogue description (150 words or less):

This course explores the conditions affecting language, literacy, and cognitive functions from early development through adulthood. By examining both congenital and acquired disorders, such as learning disabilities, genetic disorders, traumatic brain injury, right hemisphere dysfunction, and dementia, students will investigate the underlying neuropathologies, differential diagnosis, assessment, and management strategies. Key areas of focus include the sounds of speech (phonology), the structure of words and sentences (grammar), the meaning of words and sentences (semantics), the use of language in social contexts (pragmatics), and cognitive functions across various communication genres. Students will use evidence-based approaches to support clients' communicative and social participation, ensuring a comprehensive understanding of the challenges and interventions associated with developmental delays and acquired conditions.

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

3. **Please list rationale for introducing this course:** This new course is being created as part of the required coursework for the School of Rehabilitation Science's new Master of Speech Language Pathology program.

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

Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

- **Analyze** the progression and impact of language and literacy disorders across different life stages, identifying key risk factors and developmental considerations.
- **Evaluate** cognitive-communication disorders in adolescents and adults, using an in-depth understanding of neuropathologies to inform effective diagnostic and management strategies.
- **Develop** integrated intervention plans that address phonology, orthography, morpho-syntax, semantics, and pragmatics across multiple communication genres and contexts.
- **Apply** comprehensive assessment strategies to identify and respond to language disorders associated with rare genetic conditions, traumatic brain injury, and degenerative diseases.
- **Design** literacy interventions for children with developmental disorders, informed by principles of language and cognition pertinent to later adult conditions and outcomes.
- **Engage** in effective multidisciplinary collaboration to support individuals across the lifespan, advocating for tailored interventions that address both communication and cognitive needs.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **No, this course and its proposed focus are unique to School of Rehabilitation Science's new Master of Speech Language Pathology program.**

If so, were these departments consulted? (Include correspondence)

Were any other departments asked to review or comment on the proposal? **No/Not applicable.**

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? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MSLP program.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **This information will be provided in the course syllabus that will be developed and submitted to CGPS for approval at a later date.**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?

Students in this course will be from the School of Rehabilitation Science's (SRS) Master of Speech-Language Pathology (MSLP) program only. Yearly student admission will be 40 students, but re-entering students (i.e., students who may have taken an approved leave, etc.) may increase this number. It is estimated this course will enroll 45-50 students each fall term.

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

- a 10-50
- c 50-90
- c 90-130
- c 130+

9. **9. Student evaluation**

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

9.1 How should this course be graded?

C – Completed Requirements

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

N – Numeric/Percentage

(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? **No. The School of Rehabilitation Science will schedule a final exam for this course as part of their exam timetable.**

10. **Required text**

Include a bibliography for the course. **This information will be provided in the course syllabus that will be developed and submitted to CGPS for approval at a later date.**

11. **Resources**

11.1 Proposed instructor: MSLP Faculty will be hired and assigned to instruct this **– integrated course**

11.2 How does the department plan to handle the additional teaching or administrative workload? **No additional resources required. Master of Physical Therapy program in School of Rehabilitation Science (SRS) has experience with integrated courses and can use as a resource.**

11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use [tuition category](#)). **Program tuition, assessed per term.**

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/Not applicable.**

Detailed Course Information

1. Schedule Types

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

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

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)

Does this course satisfy one of the official college requirements:

ELWR	English Language Writing Requirement
ILRQ	Indigenous Learning Requirement
QRRQ	Quantitative Reasoning Requirement

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

3.1 Permission Required:

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

- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 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:



UNIVERSITY OF
SASKATCHEWAN

**New Course
Proposal & Creation Form**

1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **College of Graduate and Postdoctoral Studies**
- 1.2 Department with academic authority: **School of Rehabilitation Science**
- 1.3 Term from which the course is effective: **Fall 2026 (across all terms)**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **SLP 990.0**
- 2.2 Academic credit units: **0**
- 2.3 **Course Long Title (maximum 100 characters): Speech Language Pathology Professional Development**
Course Short Title (maximum 30 characters): Speech Language Pathology Professional Development
- 2.4 Total Hours: Lecture Seminar TBD Lab Tutorial **Other: 0**
- 2.5 Weekly Hours: Lecture Seminar TBD Lab Tutorial **Other: 0**
- 2.6 Term in which it will be offered: **Term 1 and 2 Continuous Enrollment throughout the duration of the program.**
- 2.7 Prerequisite: **None. For MSLP students only**

If there is a prerequisite waiver, who is responsible for signing it? **N/A**

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

2.8 Catalogue description (150 words or less):

This course supports independent and guided learning experiences to support professional development and growth, based on National Speech-Language Pathology Competency Profile.

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

3. **Please list rationale for introducing this course:** **Development of new Master of Speech Language Pathology (SLP) program within School of Rehabilitation Science.**

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

Note that these learning objectives are preliminary and will be updated as faculty are onboarded and further develop curriculum.

- **Advance self-directed study skills to be a lifelong learner and rehabilitation service provider.**

- Build and articulate transferable professional skills including intercultural engagement, interpersonal relations, communication, and leadership.
- Build professional and interprofessional learning networks including participating in peer-led professional learning networks.

5. **Impact of this course**

Are the programs of other departments or Colleges affected by this course? **N/A**

If so, were these departments consulted? (Include correspondence)

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? **Courses cannot be taken outside of program order. Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes, required by MSLP program.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.) **The course outline will be established progressively as faculty are brought on. For topics that will be covered in this course, see learning objectives. Professional learning network meetings are scheduled independently by students.**

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges? **School of Rehabilitation Science (SRS) students only. Maximum enrolment will align with student admissions in the Occupational Therapy Program, currently this is 40 students.**

8.2 For room bookings, please indicate the maximum estimated room size required for this course:

a 10-50

c 50-90

c 90-130

c 130+

9. **Student evaluation**

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

9.1 How should this course be graded?

C – Completed Requirements

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

N – Numeric/Percentage

(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? **No final exam required.**

10. Required text

Include a bibliography for the course.

11. Resources

11.1 Proposed instructor: **Multiple instructors in the department including faculty with support from the clinical community.**

11.2 How does the department plan to handle the additional teaching or administrative workload? **Funding for appropriate amount of administrative support and faculty positions has been provided by the Government of Saskatchewan for this program. Additionally, the School of Rehabilitation Science (SRS) has experience with integrated courses and guidance has/will be provided by existing SRS faculty.**

11.3 Are sufficient library or other research resources available for this course? **Yes, we have access to a librarian assigned to SRS.**

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No. Plans for new OT/SLP facilities have been designed with all course needs in mind.**

12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) **Program tuition, assessed per term.**

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:

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class

PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

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)

Does this course satisfy one of the official college requirements:

ELWR	English Language Writing Requirement
ILRQ	Indigenous Learning Requirement
QRRQ	Quantitative Reasoning Requirement

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

- 3.1 Permission Required:
- 3.2 **Restriction(s): course only open to students in a specific college, program/degree, major, year in program**
- 3.3 Prerequisite(s): course(s) that must be completed prior to the start of this course
- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course
- 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:

Updated 2024

APPENDIX E: Stakeholder Engagement

The following stakeholder meetings were held throughout the fall to inform the contents of this proposal.

Stakeholder	Meeting Date
University of Alberta Speech-Language Pathology Faculty	2024-09-19
Assistant Dean, Research and Support Services, Health Sciences Library	2024-09-25
Dr. Laureen McIntyre - College of Education - Educational Psychology and Special Education	2024-09-26 and ongoing
Department of Anatomy, Physiology and Pharmacology	2024-09-27
Manager of Professional Practice for Speech-Language Pathology and Audiology within the Saskatchewan Health Authority	2024-10-04
SRS Admissions Committee Chair	2024-10-11
Department of Anatomy, Physiology, and Pharmacology	2024-10-17
Department of Psychology	2024-10-17
Saskatchewan Health Authority Conference Presentation	2024-10-18
Director of Northern Medical Services, College of Medicine	2024-10-25
SRS Clinical Education Unit	2024-10-31
Senior Speech-Language Pathologists, Regina Speech Centre	2024-11-01
Senior Speech-Language Pathologist, Speech-Language Builders	2024-11-01
SRS Admissions Committee	2024-11-07
College of Speech-Language and Audiologists Saskatchewan	2024-11-13
Interim Director, School of Audiology & Speech Services, University of British Columbia	2024-11-14
SRS Executive Curriculum Committee Chair	2024-11-14
Continuing Education in Rehabilitation Science Unit	2024-11-15
SRS nistotamawin circle	2024-11-20
College of Kinesiology	2024-12-04
Department of Linguistics	2024-12-05
CGPS	2024-12-05
Department of Speech-Language Pathology, Faculty of Medicine, University of Toronto	2024-12-13
College of Dentistry	2025-01-13
CCRAH	2025-01-13
College of Nursing	2025-01-22

Stakeholder	Meeting Date
College of Pharmacy & Nutrition	2025-01-23
College of Education	2025-01-27
College of Arts & Science	2025-01-29
Speech-Language and Audiology Canada	Email communication only

APPENDIX F: Letters of Support

We deeply appreciate the letters of support that have been provided and the overall enthusiasm that we have received from our colleagues.

Stakeholders who have provided letters of support for this program:
Department of Community Health and Epidemiology
Department of Academic Family Medicine
Department of Physical Medicine and Rehabilitation
Department of Psychiatry
Department of Surgery
Clinical Learning Resource Centre
Department of Anatomy, Physiology, and Pharmacology
Department of Psychology
Department of Linguistics
College of Speech-Language and Audiologists Saskatchewan
College of Kinesiology
College of Nursing
College of Dentistry
Department of Pediatrics
College of Pharmacy & Nutrition

December 4, 2024

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5

Dear Dr. Forgie:

RE: Support for the Development of Occupational Therapy and Speech-Language Pathology Programs

I am writing to express my strong support for the development of the Occupational Therapy and Speech-Language Pathology programs at the University of Saskatchewan. As a psychiatrist with extensive experience in general and forensic psychiatry, I have witnessed firsthand the profound impact that these professions have on the lives of individuals (Fetal Alcohol Spectrum Disorder, Acquired Brain Injury, etc.) and communities.

Having worked closely with both Occupational Therapists and Speech-Language Pathologists over the years, I have developed a deep appreciation for their roles in enhancing the quality of life for people across diverse age groups and backgrounds. These professionals not only play a critical role in rehabilitation and recovery but also contribute to the prevention of disabilities and the promotion of wellness. Their work empowers individuals to achieve their fullest potential, fostering independence and supporting social integration.

The significance of these professions extends beyond physical rehabilitation into the area of mental health care. Occupational Therapy and Speech-Language Pathology are vital components in comprehensive mental health treatment, facilitating support for individuals coping with anxiety, depression, intellectual disabilities, and other mental health disorders. By integrating therapeutic approaches that address both the physical and emotional needs of patients, these programs would not only enhance the quality of care but also promote a holistic understanding of health within our academic framework.

Introducing Occupational Therapy and Speech-Language Pathology programs at the University of Saskatchewan would be a significant step forward in addressing the growing need for skilled practitioners in these areas. As the demand for health care services continues to rise, establishing these



programs would help to ensure that our communities have access to qualified professionals who can address a variety of needs—from children's speech development to the rehabilitation of adults recovering from injuries.

Furthermore, the integration of these programs within our university would enhance the academic landscape and foster an environment ripe for interdisciplinary collaboration. I envision opportunities for joint research initiatives, interprofessional teaching, and practical learning experiences that not only benefit the students but also enrich our institution and the wider community. Collaborative academic medicine is essential in today's healthcare landscape, and the inclusion of these programs would position the University of Saskatchewan as a leader in integrated healthcare education.

As a committed advocate for health education, I would be eager to collaborate with the new programs through various initiatives, such as joint research projects focused on improving therapeutic practices, workshops that facilitate interprofessional learning, and community engagement activities to raise awareness about the importance of Occupational Therapy and Speech-Language Pathology.

I wholeheartedly believe that the establishment of these programs at the University of Saskatchewan is not just a valuable addition to our academic offerings but an essential investment in the health and well-being of our communities. I look forward to the possibility of supporting these vital programs and contributing to the broader mission of educating future professionals who will make a lasting impact.

Thank you for considering this important initiative.

Sincerely,

AG Ahmed, MBBS, LL.M, MSc, MPsyMed, MRCPsych, FRCPC
Professor and Provincial Department Head, Department of Psychiatry
University of Saskatchewan & Saskatchewan Health Authority

AGA/dls

cc: Dr. Brenna Bath
Liz Kuley



**Department of Anatomy,
Physiology, and Pharmacology
College of Medicine**

2D01 HLTH – 107 Wiggins Road
Saskatoon SK S7N 5E5
Telephone: (306) 966-6292
Facsimile: (306) 966-6220

November 7, 2024

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
Saskatoon, SK, S7N 5E5

RE: Support for the development of the Speech-Language Pathology Program

Dear Dr. Forgie,

As Head of the Department of Anatomy, Physiology, and Pharmacology, I am very pleased to write this letter of support for the creation of the Speech Language Pathology program in the School of Rehabilitation Science.

This program will offer a great opportunity for the students at the University of Saskatchewan to pursue this exciting field and those students will help to fill important unmet needs of the people of our province for the services that they will learn to provide.

Our department works closely with the School of Rehabilitation Science to deliver anatomy and neuroanatomy education to students in the Master of Physical Therapy program and we look forward to the opportunity to work together to design new courses specific to the new program.

Please let me know if you have any questions about our support for this program.

Sincerely,

A handwritten signature in blue ink that reads "Thomas Fisher".

Thomas Fisher, PhD
Professor and Head
Department of Anatomy, Physiology, and Pharmacology
College of Medicine
Saskatoon SK S7N 5E5

Cc: Dr. Brenna Bath
Liz Kuley



December 20, 2024

Dr. Sarah Forgie
 Dean, College of Medicine
 University of Saskatchewan
 107 Wiggins Road
 Saskatoon, SK, S7N 5E5

RE: Support for the development of Occupational Therapy and Speech-Language Pathology Programs in the School of Rehabilitation Science

Dear Dr. Forgie,

The department of community health and epidemiology (CHEP) is pleased to submit this letter of support for the development of the above two new programs in the School of Rehabilitation Science (SRS). The department has long enjoyed research and teaching collaborations with faculty in the SRS, trainees in the Masters of Physical Therapy program, and graduate student research in both units. The new Masters programs in Occupational Therapy and Speech-Language Pathology broaden the scope for collaboration we already share in our allied orientations towards population health equity, public health, and health promotion.

CHEP has a robust graduate program in community and population health sciences at the masters and doctoral level. We teach a variety of topics throughout the undergraduate medical curriculum ranging from epidemiology through medicine and society. The Division of Public Health and Preventive Medicine is located in our department, offering a residency program in this area.

The department also offers a 2-year certificate program in Global Health (GHC) available to health professional trainees in the the College of Medicine. Concurrent with primary curriculum, the GHC offers additional course work with targeted training in cultural humility, a deeper exposure to contexts and contingencies of health inequity among underserved and colonized populations, with a focus on implications for professional practice. Courses include 20 hours of volunteer work in urban inner city NGOs, as well as 5 week rural/remote Indigenous community placements in Saskatchewan (year 1) and internationally (year 2). Both undergraduate medical students and masters of physical therapy trainees in the SRS currently take advantage of this opportunity available for up to 15 students each year.

These are all terrific trainee spaces in which we would look forward to growing a culture of interprofessional collaboration between current and new programs in SRS and CHEP.

CHEP faculty are research intensive with interdisciplinary, interprofessional, and multistakeholder programs of population and public health equity-oriented research. Current SRS faculty are long-standing, valued leaders and collaborators in this work. We also serve on the advisory committees of thesis graduate students under the supervision of faculty in each of

our units. We look forward to building new relationships as the faculty complement in SRS grows to support the new Occupational Therapy and Speech-Language Pathology programs.

Finally, through the work of the SRS Nistotamawin committee and the CHEP Reconciliation Committee, both our units prioritize and partner in our efforts to address relevant Calls to Action in the Truth and Reconciliation Commission Final Report and the related efforts of the University of Saskatchewan towards Indigenization. I anticipate here also we will be able to together expand our efforts to support reflection of these important priorities in the new Occupational Therapy and Speech Language Therapy Programs.

We are excited to see these new programs in the SRS, College of Medicine here at the University of Saskatchewan that will help this province meet the health service needs of individual patients and a diverse and growing population.

Sincerely,



Sylvia Abonyi, Ph.D.
Professor and Department Head/ Community Health and Epidemiology
Research Faculty/Saskatchewan Population Health and Evaluation Research Unit
sylvia.abonyi@usask.ca

Cc: Dr. Brenna Bath
Liz Kuley



UNIVERSITY OF SASKATCHEWAN

Clinical Learning Resource Centre

HEALTHSCIENCES.USASK.CA/CLRC

SLP Proposal Page 169 of 202
E2200 Health Sciences 104 Clinic Place
Saskatoon SK S7N 2Z4 Canada
Telephone: 306-966-2042

Monday, January 27, 2025

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5

RE: Support for the development of Occupational Therapy and Speech-Language Pathology Programs

Dear Dr. Forgie,

Thank you for the opportunity to express my support for the development of the Occupational Therapy (OT) and Speech-Language Pathology (SLP) programs within the School of Rehabilitation Science. As the Director of the Clinical Learning Resource Centre, which provides medical simulation services to the health science learners at the University of Saskatchewan, I am enthusiastic about the potential to work with, and support these new programs. Our mandate at the Clinical Learning Resource Centre is to support all health science learners with simulation education, clinical evaluation and research opportunities, with the goal of helping to improve the health and wellbeing of the population of Saskatchewan. The School of Rehabilitation Science, specifically the Master of Physical Therapy is one of the programs that we currently support. We are eager to be able to provide support to the proposed Occupational Therapy and Speech-Language Pathology programs in addition to Physical Therapy.

One way in which we are hoping to support these new programs, is by housing some of their simulation needs within the Clinical Learning Resource Centre's facilities. This would include an Activity of Daily Living suite and an SLP diagnostics suite that would be located within our unit, and we could provide support services for. By partnering with and helping to support the OT and SLP programs the CLRC is hoping to facilitate the learning for these very important programs.

We at the CLRC are aware of the shortages of both OTs and SLPs within the province, and as our goal is to help improve the health and wellbeing of the residents of this province, we know how important these programs will be to not only the university, but the province as a whole. We look forward to collaborating with and supporting these programs.



UNIVERSITY OF SASKATCHEWAN

Clinical Learning Resource Centre

HEALTHSCIENCES.USASK.CA/CLRC

SLP Proposal Page 170 of 202
E2200 Health Sciences 104 Clinic Place
Saskatoon SK S7N 2Z4 Canada
Telephone: 306-966-2042

A blue handwritten signature, likely belonging to Mark Walkner.

Mark Walkner, Director- Clinical Learning Services
University of Saskatchewan Health Sciences
104 Clinic Place Saskatoon, SK

Cc: Dr. Brenna Bath
Liz Kuley



Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5

RE: Support for the Development of Occupational Therapy and Speech-Language Pathology Programs at the University of Saskatchewan

Dear Dr. Forgie,

On behalf of the College of Dentistry, I am writing to express our enthusiastic support for the development of the Occupational Therapy and Speech-Language Pathology programs at the University of Saskatchewan. These programs represent an exciting and important addition to the health sciences landscape of our university, aligning perfectly with our shared mission of improving health outcomes and advancing interprofessional education and collaboration.

The College of Dentistry recognizes the tremendous potential for collaboration between these new programs and our own areas of expertise. Specifically, we see opportunities to work together in pediatric dentistry, dental gerodontology, oral medicine, orthodontics, and ergonomics. These areas naturally intersect with the fields of occupational therapy and speech-language pathology, fostering innovation in research, patient care, and education.

In addition, we are excited about the potential to enhance interprofessional education for our students. The integration of students from these new programs into our clinical settings, through initiatives such as observerships in our dental clinic, would provide valuable experiential learning opportunities. These interactions would also prepare all our students to work more effectively in collaborative, multidisciplinary healthcare environments, ultimately benefiting the patients and communities we serve.

The professions of occupational therapy and speech-language pathology play a critical role in addressing the complex needs of individuals across the lifespan. Establishing these programs at





UNIVERSITY OF SASKATCHEWAN

College of Dentistry

DENTISTRY.USASK.CA

SLP Proposal Page 172 of 202

Office of the Dean

GA 10 Health Sciences Building, 107 Wiggins Road

Saskatoon SK S7N 5E5 Canada

Telephone: 306-966-1920

Fax: 306-966-6632

the University of Saskatchewan will not only fill a significant gap in healthcare education within our province but will also ensure that the next generation of practitioners is equipped to provide high-quality, patient-centered care.

We applaud the leadership and vision demonstrated by the College of Medicine in bringing these programs to fruition and look forward to working together to ensure their success.

Wishing all the best in your application.

Sincerely,

A handwritten signature in black ink that reads "Walter Siqueira".

Walter Siqueira, DDS, MBA, PhD, FCAHS
Dean and Professor
IADR Distinguished Scientist

Cc: Dr. Brenna Bath
Liz Kuley





UNIVERSITY OF SASKATCHEWAN

**College of Pharmacy
and Nutrition**

PHARMACY-NUTRITION.USASK.CA

 pharmacy-nutrition.usask.ca

February 11, 2025

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5

RE: Support for the development of Occupational Therapy and Speech-Language Pathology Programs at the University of Saskatchewan

Dear Dr. Forgie:

As Dean and Professor of the College of Pharmacy and Nutrition, I am writing to express my enthusiastic support for the establishment of the new Occupational Therapy and Speech and Language Pathology programs at the University of Saskatchewan. These programs represent a significant advancement in our commitment to interprofessional education and collaborative healthcare and fill an important gap in our Health Sciences programs.

We look forward to collaborating with the programs as they will offer a unique opportunity to explore common links in interprofessional education, as well as research and scholarly activity. The fostering of a collaborative environment can only enhance the educational experience for our students, which, in turn, can improve patient outcomes through comprehensive and multidisciplinary care. We do envision a number of collaborative opportunities through our shared interests in the impact of drug use during rehabilitation, self-care, and supporting individuals living with disabilities. These collaborations can involve both clinical interventions and innovative research and scholarly initiatives.

Certainly, the addition of these programs significantly expand the health science offerings at the University of Saskatchewan. This expansion is not only a testament to our dedication to advancing healthcare education, but also a strategic response to the pressing health human resource challenges we face in Saskatchewan. With a growing demand for these essential services, we can better meet the needs of our community.

To summarize, I wholeheartedly support the establishment of the two programs. I am confident that these programs will enhance our interprofessional education efforts, foster meaningful collaborations, and address critical healthcare needs in our region.



UNIVERSITY OF SASKATCHEWAN

College of Pharmacy and Nutrition

PHARMACY-NUTRITION.USASK.CA

 pharmacy-nutrition.usask.ca

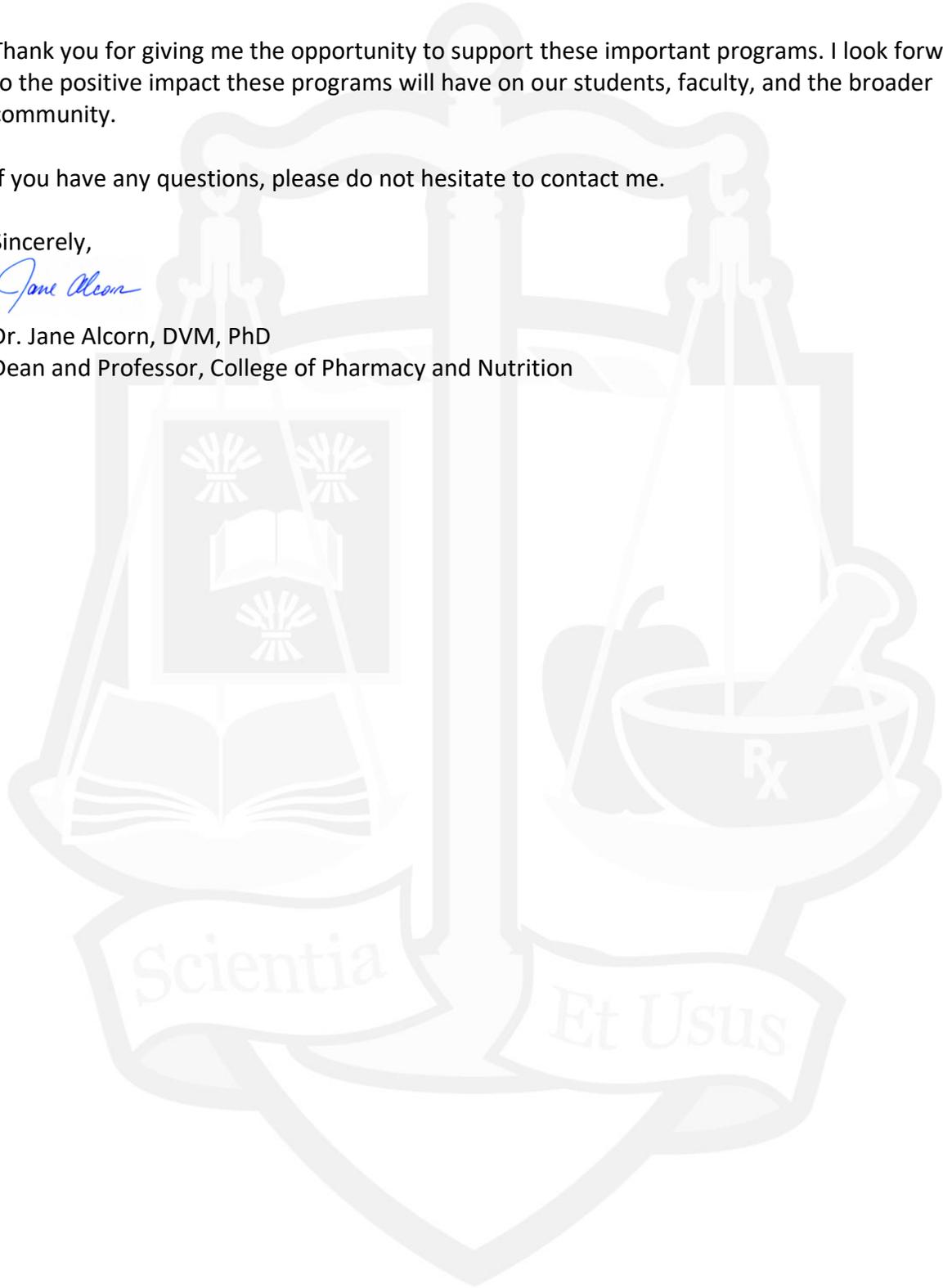
Thank you for giving me the opportunity to support these important programs. I look forward to the positive impact these programs will have on our students, faculty, and the broader community.

If you have any questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink that reads "Jane Alcorn".

Dr. Jane Alcorn, DVM, PhD
Dean and Professor, College of Pharmacy and Nutrition



306-966-6327

pharmacy-nutrition@usask.ca



Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5

December 4, 2024

RE: Support for the development of Masters of Speech Language Pathology program at the University of Saskatchewan

Dear Dr. Forgie,

On behalf of the College of Speech-Language Pathologists and Audiologists of Saskatchewan (CSASK), please accept this letter supporting the development of a Masters of Speech-Language Pathology program at the University of Saskatchewan.

CSASK is the regulatory body for the professions of audiology and speech-language pathology in Saskatchewan. As a regulatory body, CSASK is accountable to the Government of Saskatchewan and ultimately to the Saskatchewan public to ensure access to safe, ethical and competent audiology and speech-language pathology services.

University programs are key collaborators of the provincial regulators, as such, CSASK strives to maintain purposeful partnerships with these programs. With the development of the first speech-language pathology program in Saskatchewan, CSASK has identified the University of Saskatchewan as an evolving stakeholder. We look forward to opportunities for engagement with the School of Rehabilitation Science on a variety of topics including:

- Collaborating on student engagement and education on the topics of the fundamentals of regulations, professional ethics, professional conduct and entry to practice requirements in Saskatchewan.
- Providing input on the development of bridging programs to support international applicants or applicants returning to practice in meeting the minimum academic and/or clinical requirements for licensure. Such bridging programs would align with the Saskatchewan government's initiative towards attracting skilled health professionals to the province.
- Ongoing engagement and collaboration with faculty regarding common initiatives.
- Partnering on continuing education opportunities for audiologists and speech-language pathologists.

We wish the University of Saskatchewan and the province every success for this very important initiative. The implementation of a masters program in speech-language pathology in the province will hopefully see the retention of Saskatchewan professionals with diverse skillsets and experiences. We are hopeful for the expansion of the program to include a masters of audiology program in the future as well.

Please don't hesitate to contact me if additional information is required.

Lisa Persaud

Executive Director/Registrar, CSASK



Physical Medicine and Rehabilitation
Saskatoon Rehabilitation Centre
Saskatoon City Hospital
701 Queen Street
SASKATOON SK S7K 0M7
Fax: (306) 986-7222

www.saskatoonhealthregion.ca/locations_services/Services/Rehabilitation/Pages/Physiatry.aspx
www.medicine.usask.ca/pmr

SLP Proposal Page 176 of 202



UNIVERSITY OF
SASKATCHEWAN

College of Medicine

December 12/24

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5

Support for Speech Pathology Program
School of Rehabilitation Sciences

Dear Dean Forge,

As the Provincial Head for Physical Medicine and Rehabilitation and a Physiatrist, I am writing to endorse the establishment of the Speech Pathology Program in the School of Rehabilitation Sciences, College of Medicine, University of Saskatchewan.

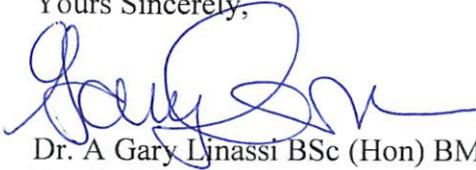
Speech Pathologists are specialists in cognitive assessment and the diagnosis and management of speech and swallowing disorders. They are involved in the care of a broad spectrum of vulnerable individuals including adults and children with neurological disorders and individuals with head and neck pathology. As a result, they are instrumental in achieving independence for people with communication disorders and complex medical conditions.

Speech Pathologists are the most difficult group of rehabilitation specialists to recruit. Currently, 40% of Speech Pathologist positions available in the province remain unfilled due to a shortage of applicants. This is due in part due to the highly specialized nature of the care they provide, but also reflective of the relatively low numbers of individuals available for work throughout the country. Those that are repatriated from purchased training seats in Alberta often gravitate towards urban centers leaving the availability of rural speech pathology care at crisis levels.

The creation of the Speech Pathology program in the College of Medicine will contribute significantly to filling this gap in health care. By providing training within the Province, there will be retention of our graduates thereby supporting health care in addition to strengthening the training program. Further, imbedding distributive programming will enhance rural health care delivery.

With the addition of the Speech Pathology Program, the School of Rehabilitation Sciences will truly fulfil its goal of providing a comprehensive program of rehabilitation excellence. Its successful development will require the support of the College of Medicine and University of Saskatchewan. This is a very good investment in the future of the School of Rehabilitation Sciences and the sustainability of the Provincial health care system.

Yours Sincerely,



Dr. A Gary Linassi BSc (Hon) BMedSc FRCPC
Provincial Head Physical Medicine and Rehabilitation
Associate Professor
College of Medicine University of Saskatchewan

Cc. Dr. Brenna Bath
Liz Kuley



Friday, January 17, 2025

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5

RE: Support for the development of Speech-Language Pathology Program at the University of Saskatchewan

Dear Dr. Forgie,

On behalf of the College of Kinesiology, I am pleased to provide a letter of support for the development of the Speech-Language Pathology (SLP) Program at the University of Saskatchewan. The College of Kinesiology has had a long and productive relationship with the School of Rehabilitation Sciences and we are excited at the prospect of a much needed program like SLP coming to USask.

The College of Kinesiology has many aligned interests and values with all aspects of Rehabilitation Sciences. Research collaborations have existed between the units for decades via the Physiotherapy Program. Faculty and students from both programs have and continue to work on projects that span areas such as human movement science, social psychology and health and wellness both in the lab and in the community. The wide range of potential applications in SLP would provide a novel set of opportunities for Kinesiology and Rehabilitation Sciences to work together to answer questions and solve problems that are important to the people of Saskatchewan.

A Bachelor of Science in Kinesiology provides excellent training for students who are interested in working directly with people to improve their health and quality of life. The training that our students get align very well with the requirements of an SLP program. Interest from our graduates in a career in SLP is growing and having an SLP program at USask would greatly increase the visibility of this choice. We believe the option to study SLP here at USask would be very appealing to students in our program and provide them with an opportunity to stay in the province.

Overall, the College of Kinesiology views the expansion of health science education at USask as a great benefit to the people of the province and to the students who will become future health care providers. The alignment of an SLP program with the interests of the students and faculty in Kinesiology is high and we wholeheartedly support the development of the program.

Sincerely,

Dani Brittain
Dean, College of Kinesiology
University of Saskatchewan

Cc: Dr. Brenna Bath
Liz Kuley





UNIVERSITY OF
SASKATCHEWAN
College of Arts and Science
Department of Linguistics

Monday, December 9, 2024

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5

RE: Support for the development of Occupational Therapy and Speech-Language Pathology Programs

Dear Dr. Forgie,

I am writing to express my support for the establishment of Speech-Language Pathology (SLP) and Occupational Therapy (OT) programs at the University of Saskatchewan. As the Department Head of Linguistics, I have witnessed firsthand the growing need for qualified professionals in these critical fields and am excited about the opportunity to collaborate with and support these new programs.

In my capacity as Department Head, our department plays a significant role in supporting students who aspire to enter SLP programs. We offer at least two prerequisite courses essential for SLP admissions, and a substantial number of our majors apply to such programs each year. Our *Speech Development and Diversity Certificate* is specifically designed to prepare students for success in SLP by integrating core courses in Linguistics and Psychology, focusing on foundational skills in language development and analysis. Additionally, our 4-year BA stream in *Language and Speech Sciences* offers a comprehensive foundation for students interested in speech and language-related careers, providing a comprehensive pathway to further studies in SLP.

Speech-Language Pathologists play an indispensable role in supporting vulnerable members of our community. Their work supports elders recovering from strokes, children with speech impediments and other conditions, and individuals managing a range of communication challenges such as dyslexia and aphasia. They also support individuals with developmental disorders like autism and language delays, significantly enhancing quality of life for patients and their families. The impact of their work extends beyond individual clients to strengthen the overall health and well-being of our communities.

Currently, there are no Speech-Language Pathology programs in Saskatchewan, which has led to a severe shortage of qualified professionals in the province. This gap has left many residents—particularly in rural and Indigenous communities—without timely or adequate care. Establishing these programs at the University of Saskatchewan would address this urgent need, ensuring access to essential services and fostering health equity across the province. Additionally, having SLP programs in Saskatchewan would help retain talented students who currently leave the province for their studies, often resulting in a loss of skilled professionals to other regions.

Our department is eager to collaborate with these new programs in multiple ways. We will provide prerequisite courses in linguistics, ensuring that incoming SLP students are well-prepared

Jesse Stewart, PhD
Professor, Graduate Chair, Undergraduate Chair
Department of Linguistics
University of Saskatchewan
916 Arts Building

Saskatoon, SK, Canada, S7N 5A5
+1(360)966.4183
stewart.jesse@usask.ca
<http://jesséstewart.net>

for their academic and professional journeys. Moreover, our programs will act as a natural conduit for students interested in SLP, facilitating recruitment and streamlining the pathway from undergraduate studies to graduate training.

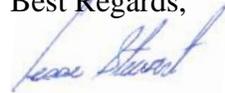
Given the shared focus on language and communication sciences, we anticipate significant opportunities for interdisciplinary collaboration. Faculty from both programs could engage in joint research initiatives, exploring topics such as language development, speech perception, and communication disorders. Interprofessional teaching and learning opportunities could also enhance the student experience, promoting cross-disciplinary understanding and innovation.

To conclude, the establishment of SLP and OT programs at the University of Saskatchewan represents an exciting and much-needed development for the province. Our department is fully committed to supporting these programs through academic, research, and collaborative initiatives. We look forward to working closely with the new programs to address Saskatchewan's critical needs and to foster a brighter future for the communities we serve.

Thank you for your consideration, and please do not hesitate to reach out if additional information or support is needed.

Sincerely,

Best Regards,



Jesse Stewart, PhD

Cc: Dr. Brenna Bath
Dr. Olga Lovick
Liz Kuley

Jesse Stewart, PhD
Professor, Graduate Chair, Undergraduate Chair
Department of Linguistics
University of Saskatchewan
916 Arts Building

Saskatoon, SK, Canada, S7N 5A5
+1(360)966.4183
stewart.jesse@usask.ca
<http://jessestewart.net>



Department of
Academic Family Medicine

OFFICE OF THE PROVINCIAL HEAD
Regina Centre Crossing – Family Medicine Unit
172 - 1621 Albert Street Regina SK S4P 2S5
pho.familymedicine@usask.ca

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5

December 5, 2024

Dear Dr. Forgie,

I am writing on behalf of the Department of Family Medicine to express enthusiastic support for the establishment of a Speech and Language Pathology (SLP) program within the School of Rehabilitation Science.

In primary and secondary care, we work with patients who face a wide spectrum of challenges, including communication and swallowing disorders. Speech and language pathologists are key partners in addressing these issues, helping patients improve their quality of life by restoring or enhancing their ability to communicate effectively and safely manage swallowing. From children with developmental delays to adults recovering from strokes or living with neurological conditions, SLPs play an indispensable role in supporting individuals' independence and well-being.

At present, the limited number of speech and language pathologists in Saskatchewan has led to challenges in providing timely access to these services. A locally based SLP training program would address this gap by increasing the number of qualified professionals while also strengthening team-based healthcare across the province. Incorporating SLP expertise into interprofessional teams would enable us to deliver more integrated and effective care to patients.

Beyond increasing provider availability, an SLP training program would create invaluable opportunities for interprofessional education. Such collaboration fosters a better understanding of each discipline's contributions and helps prepare healthcare professionals to work together seamlessly. Our family medicine programs would greatly benefit from partnerships with SLP learners, allowing all involved to develop a more holistic approach to patient care.

Introducing a Speech and Language Pathology program is a significant step toward improving healthcare accessibility and quality in Saskatchewan. This initiative would not only meet the growing demand for SLP services but also contribute to more inclusive and collaborative care models that benefit our patients and communities.

We are eager to support this endeavor and look forward to exploring ways to work together in advancing interprofessional education and patient care.

Sincerely,

A handwritten signature in blue ink that reads "K. Lawrence".

Kathy Lawrence MD CCFP FCFP
Associate Professor and Provincial Head



January 24, 2025

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5

RE: Support for the development of the Occupational Therapy and Speech-Language Pathology Programs at the University of Saskatchewan

Dear Dr. Forgie,

On behalf of the College of Nursing, I am writing to affirm our full support for the establishment of Occupational Therapy and Speech-Language Pathology Programs within the School of Rehabilitation Sciences. We acknowledge the profound and multifaceted benefits that occupational therapy, speech-language pathology, and nursing professionals can offer when working synergistically to deliver comprehensive, holistic, and patient-centred care.

This initiative will significantly enhance interdisciplinary collaboration, yielding benefits for our students and the broader healthcare community. We foresee substantial opportunities for interprofessional collaboration through joint research endeavours, teaching, and learning initiatives. Nurses, occupational therapists, and speech-language pathologists collaborate to provide holistic patient care by addressing physical, emotional, and communication needs, ensuring comprehensive care. Collectively, they develop care plans to optimize recovery, effectively manage chronic diseases, prepare students for multidisciplinary teamwork through interprofessional education, and promote community health by addressing the diverse needs of various populations.

The College of Nursing fully endorses these new programs and eagerly anticipates the positive impact they will have on our disciplines, communities, and University.

Sincerely,

A handwritten signature in cursive script that reads "M S Richter".

Dr. Solina Richter MCur, DCur, RN
Dean and Professor
University of Saskatchewan
College of Nursing

Cc: Dr. Brenna Bath
Liz Kuley



UNIVERSITY OF SASKATCHEWAN
College of Medicine
DEPARTMENT OF PEDIATRICS
MEDICINE.USASK.CA



**Saskatchewan
Health Authority**

Department of Pediatrics
Royal University Hospital
103 Hospital Drive,
Saskatoon, SK S7N 0W8
Phone: 306 844-1068

January 29, 2025

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5

RE: Support for the development of Occupational Therapy and Speech-Language Pathology Programs

Dear Dr. Forgie,

I am writing to express my enthusiastic support for the establishment of new academic programs in Occupational Therapy (OT) and Speech-Language Pathology (SLP) at the University of Saskatchewan. As the Provincial Head of Pediatrics, I have witnessed firsthand the critical role these professionals play in pediatrics and child health. These care providers are essential to optimizing developmental outcomes for our young patients.

In our practice, we work extensively with SLP and OT professionals, particularly in addressing the needs of children with neurodevelopmental challenges and those with acquired injuries. These professionals are critical partners in healthcare delivery, especially given the increasing rates of autism in our province. Their expertise is indispensable in ensuring comprehensive and effective care for our patients.

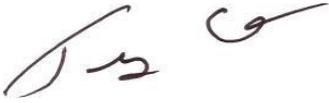
Having these training programs within our province is crucial. It increases the likelihood that trainees will remain in Saskatchewan, which is vital to meet the needs of children and families across the province, particularly in our northern and other rural and remote communities where we currently see significant gaps in services. Saskatchewan needs these Occupational Therapy and Speech-Language Pathology programs to ensure equitable access to care for all children.

As we continue to build the pediatric research institute, we anticipate a growing need for collaborations across disciplines. We are increasingly applying a multi-disciplinary lens to medical education, and having access to OT and SLP faculty will expand learning opportunities for our trainees. Both OTs and SLPs play a unique and critically important role in interprofessional learning and care environments.

I see many opportunities for our department to collaborate with and support these new programs, from shared learning opportunities for our trainees to research collaborations between faculty and learners. The establishment of these programs will not only enhance the quality of care we provide but also foster a more integrated and collaborative approach to pediatric healthcare.

I am confident that the introduction of OT and SLP programs at the University of Saskatchewan will have a profound and positive impact on the health and well-being of children in our province.

Sincerely,

A handwritten signature in black ink, appearing to read 'Terry Klassen', with a stylized flourish at the end.

Terry Klassen, MD, MSc, FRCPC
Provincial Department Head of Pediatrics
Saskatchewan Health Authority (SHA)
University of Saskatchewan's College of Medicine



November 4, 2024

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan

RE: Support for the development of the Speech-Language Pathology Program at the University of Saskatchewan

Please accept this letter in support of the development of a Speech-Language Pathology program at the University of Saskatchewan. Delivering training in this critical health profession in Saskatchewan is vital for addressing the human resource gap within the province, and for ultimately enhancing the health and wellbeing of residents of Saskatchewan.

Within the Department of Psychology & Health Studies we offer a PhD level training program in Clinical Psychology. Students in the Clinical Program interact with healthcare professionals during various practicum placements in the community, and some of these healthcare professionals include Speech-Language Pathologists. Interprofessional training is a requirement for these students as part of the accreditation standards set out by the Canadian Psychological Association, and having a Speech-Language Pathology program would be an asset to the Clinical Program in meeting its interprofessional training requirements.

We also realize that certain undergraduate Psychology courses are options amongst the listed pre-requisites for entrance to this program. Although our undergraduate classes are running at very close to capacity, we look forward to future discussions to examine ways that we can work together to provide these fundamental courses to USask students preparing for a future in Speech-Language Pathology.

Sincerely,

Karen Lawson, PhD CE
Professor and Department Head

Cc: Dr. Brenna Bath; Liz Kuley



Wednesday, December 11, 2024

Dr. Sarah Forgie
 Dean, College of Medicine
 University of Saskatchewan
 107 Wiggins Road, Saskatoon, SK, S7N 5E5

RE: Support for the Development of Occupational Therapy and Speech-Language Pathology Programs

Dear Dr. Forgie,

I am very pleased to write a letter of support for programs in Occupational Therapy and Speech-Language Pathology within the College of Medicine's School of Rehabilitation Sciences. As the Provincial Department Head of Surgery, I recognize the vital role these professions play in patient care, and as a practicing Neurosurgeon, particularly within the field of Neurosurgery.

Since starting my practice in Saskatchewan in 2008 as a practicing cerebrovascular and endovascular neurosurgeon, I have had extensive experience working closely with speech-language pathologists (SLPs) and occupational therapists (OTs). In the context of a neurosurgery team, their contributions are essential to providing comprehensive patient care. The impact of their work with neuroscience patients is immeasurable. I have witnessed firsthand the profound difference excellent SLP and OT support can make, with many patients achieving remarkable recoveries following strokes and other neurological events.

However, recruiting these specialists remains a challenge, and the current out-of-province training program does not support a sustainable model for meeting the needs of our province. For this reason, I strongly support the introduction of this program into Saskatchewan. Over the past two years, I have actively advocated for this initiative at the Ministerial and Assistant Deputy Ministerial levels.

The Department of Surgery would be eager to collaborate with these programs in any capacity, including through educational initiatives and clinical placements for students.

Thank you for your attention to this important matter. I look forward to the continued development and success of these programs in Saskatchewan.

Sincerely,

A handwritten signature in black ink, appearing to read "MKelly".

Michael Kelly, MD, PhD, FRCSC, FACS

Provincial Department Head and Fred H. Wigmore Professor of Surgery

Knight Family Enhancement Chair in Neurological Surgery
 University of Saskatchewan and Saskatchewan Health Authority
 B419 Health Sciences Building, 107 Wiggins Road, Saskatoon, SK S7N 5E5



cc: Dr. Brenna Bath, Liz Kuley

APPENDIX G: Budget and Financial Implications Form



University of Saskatchewan

Financial Implications - New or Major Revision of Existing Program Proposal

Requirements:

Of primary importance to the University of Saskatchewan is that academic programs:

- be of high quality
- be in demand by students and the public
- use resources efficiently.

This form identifies the relevant financial implications that should be summarized in your proposal and is to be completed for all new programs and major revisions (that require new resources).

Please ensure that this form is completed and reviewed with Office of Institutional Planning & Assessment prior to submission of the program proposal to the Academic Programs Committee of Council.

Program Information:

1	Name of the program: Master of Speech Language Pathology
2	Sponsoring unit (department/college/school): School of Rehabilitation Science/College of Medicine
3	Is this an interdisciplinary program? If yes, provide details: No
4	Is there a formal agreement required with any parties external to USask for this program? No

Enrolment Expectations:

5	What is the projected student enrolment in the program initially, and over time, and on what evidence is the projection based? <i>Comment upon whether the program is primarily designed to: a) cater to graduates of sponsoring college/school/USask, b) meet a provincial demand (as presented in the SK Growth Plan), c) meet national demand, or d) meet an international demand?</i> 40 students are expected initially and ongoing. This is to cater to provincial and national demand. During the creation of the business plan strong demand for these programs was identified. Existing programs in other provinces are at capacity and Saskatchewan has need for these professionals so employment is promising. Pared with a strong marketing and recruitment plan, maximum enrollment is expected.
6	What is the minimum number of students needed for this program to be viable? Please provide support for calculation. the tuition for 40 students in addition to the ongoing government funding will balance the program.
7	What is the maximum enrolment, given the limitations of the resources allocated to the program? 40 students
8	How is enrolment expected to increase or decrease in the sponsoring college/department, and in other colleges/departments as result of this new program? Is the expectation that total enrolment for USask would increase as a result of this new program? <i>Especially comment if any new courses are being created.</i> Enrollment is expected to remain at 40 students given the demand.

Faculty and Staff:

9	Are there sufficient numbers of appropriately qualified faculty and staff to support the program (teaching, advising, etc.)? If not, will you be looking to hire? If hiring, what positions and FTE are needed? Hiring 12.0 FTE
10	Please explain if/how teaching assignments of (each) unit and instructor are affected by this proposal? they are not affected
11	Are courses or programs being eliminated in order to provide time to teach the additional courses? If so, please list. No

Resource Implications

12	Are there any capital or start-up costs anticipated, and how will these costs be covered? <i>Costs can include new space, renovations, equipment, computer hardware and software, marketing and promotion, faculty recruitment, curriculum development, etc. Please provide the exact amounts on sheet titled "Budget".</i> Included
13	Explain budget allocations and how the unit resources will be reallocated to accommodate this proposal. (Unit administrative support, space issues, classroom availability, studio/practice rooms laboratory/clinical or other instructional space requirements)? Renovations to current SRS space as well as new space is planned. Hiring of 16 FTE administrative staff (see budget sheet)
14	If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered. Please describe the resources available and committed to the program, both in terms of one-time costs and ongoing operating costs. N/A
15	If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program. N/A
16	List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offset incremental program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. The Government of Saskatchewan is providing one time and ongoing funding for both programs. Each years funding needs is submitted to the Government of Saskatchewan and is awarded as outlined in the business plan or as updated.

Tuition and Student Cost:

17	What tuition will the program be charging (Will the program utilize a special tuition model or existing tuition categories)? <i>Note: As per the Tuition & Fees policy, authority for tuition approval is delegated to the Provost on behalf of the Board of Governors</i> Existing tuition category same as MPT program. Single Flat Fee
18	If this is an interdisciplinary program, please explain the proposal for how tuition could be shared amongst the participating colleges/schools? (please provide supporting documents) N/A
19	What is the total annual cost of the program for a student (tuition and fees included, if any)? 1st and 2nd year tuition and fees: 12,320.79/year. Final (partial year) tuition and fees:\$2351.15
20	Will there be a tuition deposit for this program? if yes, what is the planned rate? Please visit the Fee Review Committee website for information on the processes to set-up a tuition deposit No
21	Compare the proposed total annual cost of the program per student (both domestic and international) with that of similar programs at USask or other relevant institutions (i.e. U15). Compared with the MPT Program
22	What provisions are being provided for student financial aid and to promote accessibility of the program? What scholarships will students be able to apply for, and what proportion of students would be eligible? All students are eligible to apply for multiple awards based on academic accomplishment administered through the school, several take into account financial need based on submissions to the USask financial needs calculator. There will be no more than two awards per person, per academic year



University of Saskatchewan
Financial Implications - New or Major Revision of Existing Program Proposal

Instructions:

1. Identify limited term and ongoing revenue and expenditure estimates directly in the worksheet below.
2. Areas shaded in grey denote required inputs. All other cells are auto-calculated.
3. For programs expected to generate a deficit in any given year, provide an explanation (in the Comments section) of how that deficit will be managed in future year(s) in order to ensure long-term financial sustainability.

	Academic Year					Comments
	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	
Revenue						
Tuition						
New domestic students	0	40	40	40	40	40 students admitted per year
Domestic students continuing in the program (Year 2)	0	0	40	40	40	added continuing students since project is ongoing
		0	0	40	40	
Total # of domestic students (headcount)	0	40	80	120	120	
Domestic tuition rate per credit unit, <i>if known</i>						
Domestic tuition rate per student		\$ 12,603.00	\$ 12,981.09	\$ 13,370.52	\$ 13,771.64	based on MPT tuition rates with 3% yearly increase
Domestic tuition rate per student (Partial year)		\$ 2,016.48	\$ 2,076.97	\$ 2,139.28	\$ 2,203.46	truncated for partial year
Total tuition revenue - domestic	\$ -	\$ 504,120.00	\$ 1,038,487.20	\$ 1,155,213.16	\$ 1,189,869.56	
New international students						
Int'l students continuing in the program	0					
Total # of international students (headcount)	0	0	0	0	0	
Int'l tuition rate per credit unit, <i>if known</i>						
International tuition rate per student						
Total tuition revenue - international	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Tuition Revenue	\$ -	\$ 504,120.00	\$ 1,038,487.20	\$ 1,155,213.16	\$ 1,189,869.56	
Student fees (specific to course or program) use total amount, not per student						
(Choose from drop down menu)						\$120 application fee for grad courses-not course specific
(Choose from drop down menu)						
Other (list in Comments)						
Total Student Fees	\$ -	\$ -	\$ -	\$ -	\$ -	
External funding support (list in Comments)	\$ 6,763,725.63	\$ 3,152,045.00	\$ 2,241,540.00	\$ 2,261,540.00	\$ 2,311,540.00	Ongoing and one time government funding
Internal re-allocation (list in Comments)						
Total Revenue	\$ 6,763,725.63	\$ 3,656,165.00	\$ 3,280,027.20	\$ 3,416,753.16	\$ 3,501,409.56	
Costs						
Start-up costs						
New space/renovations (classroom, office, laboratory, workshop, etc.)	\$ 4,400,000.00					
Equipment, including IT (e.g. hardware, software, lab material)	\$ 900,000.00					
Faculty and Student Recruitment	\$ 18,000.00	\$ 20,000.00				
Marketing and Promotion, <i>if not using centralized services</i>						
Curriculum Development, <i>if not using centralized services</i>	\$ 250,000.00					
Other start-up costs - faculty start up/travel	\$ 312,000.00	\$ 500,000.00				
Start up Staff (ASPA/CUPE)	\$ 156,170.87					
Total Start-up Costs	\$ 6,036,170.87	\$ 520,000.00				
Salary and benefits (if hired new)						
Faculty	\$ 448,500.00	\$ 1,439,167.50	\$ 1,482,342.53	\$ 1,526,812.80	\$ 1,572,617.18	3% escalation after 26/27
Sessionals or limited term instructional support		\$ 483,000.00	\$ 497,490.00	\$ 512,414.70	\$ 527,787.14	3% escalation after 26/27
Students (Teaching and/or Marking Assistants)						
Staff	\$ 279,054.76	\$ 824,138.30	\$ 865,968.70	\$ 891,947.76	\$ 918,706.19	3% escalation after 26/27
Honoraria						
Total New Salary and Benefits	\$ 727,554.76	\$ 2,746,305.80	\$ 2,845,801.22	\$ 2,931,175.26	\$ 3,019,110.52	faculty and staffing amounts brought forward to 25/26 still subject to government approval.
Other Operational Costs						
Scholarships and bursaries		\$ 45,000.00	\$ 51,500.00	\$ 53,045.00	\$ 54,636.35	3% escalation after 26/27 per trend
Academic Program Renewal		\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	\$ 90,000.00	no escalation
CLRC		\$ 16,000.00	\$ 32,960.00	\$ 33,948.80	\$ 34,967.26	40 students year 1, 80 students in year 2, 3% escalation
Student Society Contributions		\$ 13,500.00	\$ 27,810.00	\$ 28,644.30	\$ 29,503.63	40 students year 1, 80 students in year 2, 3% escalation
Clinical Preceptor		\$ 30,000.00	\$ 30,900.00	\$ 31,827.00	\$ 32,781.81	3% escalation after 26/27 per trend
Other costs (list in Comments)		\$ 80,000.00	\$ 82,400.00	\$ 84,872.00	\$ 87,418.16	supplies, materials, travel, equipment
Part Time teaching		\$ 115,360.00	\$ 118,820.80	\$ 122,385.42	\$ 126,056.99	3% escalation after 26/27 per trend
Total Other Operational Costs	\$ -	\$ 389,860.00	\$ 434,390.80	\$ 444,722.52	\$ 455,364.20	
Total Costs	\$ 6,763,725.63	\$ 3,656,165.80	\$ 3,280,192.02	\$ 3,375,897.78	\$ 3,474,474.72	
Estimated Surplus or Deficit*	\$ -	\$ (0.80)	\$ (164.82)	\$ 40,855.38	\$ 26,934.84	
per student	#DIV/0!	\$ (0.02)	\$ (2.06)	\$ 340.46	\$ 224.46	

*If deficit in any given year, explain how it will be managed:

Funding includes one time until 27/28 then it is just ongoing 25/26 reflects both 24/25 and 25/26 activity from the government proposal

APPENDIX H: Library Form

Library Requirements for New Programs and Major Revisions

This form is to be completed by the librarian assigned liaison responsibilities for the sponsoring college/department. Contact the [appropriate 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

1.1. Full name of program: Master of Speech Language Pathology

1.2. Short form (degree abbreviation): MSLP

1.3. Sponsoring college/department: College of Medicine, School of Rehabilitation Science

1.4. Degree level: Undergraduate Graduate: X

2. Current library collections, services, and spaces to support this program

The University of Saskatchewan (USask) library has many of the components necessary to support the Master of Speech Language Pathology (MSLP) program, but some additional resources will be required to meet the learning, teaching, and research needs of a full program. At the time of writing, course content and faculty complement have not yet been set, so comments below reflect a more generalized analysis of needs.

2.1. Current library collections

[Highlight key relevant collections e.g. core books, journals, and serials; important electronic resources/databases, special collections, digital resources, I-Portal]

Relevant physical collections are primarily housed in the Leslie and Irene Dubé Health Sciences Library, with some material located in the Education and Music Library and the Murray Library. Most of the library's electronic resources, including e-books, e-journals, databases, and other digital resources, are accessible offsite, 24x7, from anywhere in the world using a USask Network Services Identification (NSID) login and password.

Monographs

The USask library's speech language pathology print and e-book monograph collection was compared with the McGill University, McMaster University, and the University of British Columbia (UBC) library collections as these institutions have comparably sized programs (annual intakes of 30, 32, and 44 students respectively). Their library collections were searched via their discovery layers. The USask library's speech language pathology monograph collection is one

third to two thirds the size of its comparator libraries. Table 1 provides a comparison of search findings.

Table 1. Comparison of USask speech language pathology holdings to those of comparator institutions *

Library Searched	Total	Published 2014+
USask	910	289
McGill	2700	673
McMaster	1251	529
UBC	1384	377

*Results can include print/e-book duplication, the same e-book from multiple sources, and different editions.

USask library's monograph holdings were compared with a random sample of 169 speech/language therapy monographs published between 2022 and 2024 held by McGill, McMaster and UBC libraries. 62% (105) of the titles were held by USask compared with 86% - 95% held by the other three libraries.

Of the 48 speech language pathology monographs with 2023 - 2025 publication dates accessible via the USask library, 96% (46) are e-books from Springer front or backlist collections or a Taylor & Francis/Routledge Evidence Based Acquisitions license.

Journals

A USask library catalogue was searched for journal titles with the subject headings *Speech Therapy – Periodicals*, *Language Therapy – Periodicals*, or *Language Disorders – Periodicals*. There were no journals with the subject heading *Speech Disorders - Periodicals*. There were 42 unique journal titles. There are also other journals with related subject headings, e.g. audiology (25) rehabilitation (55), physical therapy (91), that may include articles relevant to speech language pathology.

Compared to Canadian university libraries with similar sized speech language pathology programs, USask library has:

- 62% (39) of 63 journals at McGill University
- 62% (50) of 81 journals at McMaster University
- 60% (58) of 96 journals at UBC

When comparing USask library's speech language pathology journal collection with key Indexing/abstracting sources, at times these collections also included audiology journals.

USask library has current access to:

- 71% (25) of the 35 journals listed in *Journal Citation Reports*, in the *Clinical Medicine – Audiology & Speech Language Pathology* category, incomplete or embargoed access to four of the journals and no access to six of the journals.

- 47% (15) of the 32 journals indexed in the *PubMed* database under the subject term *Speech Language Pathology*; incomplete or embargoed access to seven titles and no access 10 titles.
- 68% (52) of the 76 journals indexed in the *Scopus* database under the *Speech and Hearing* subject area; incomplete or embargoed access to 11 titles; no access to 13 titles.

Databases

The USask library subscribes, or provides access, to key databases, digital resource collections, and point of care tools that support research and learning in speech language pathology. These include *Medline*, *PubMed*, *Cochrane Library*, *CINAHL*, *SportDiscus*, *EMBASE*, *PsycInfo*, *ERIC*, *Public Health Database*, *Sociological Abstracts*, *Scopus*, *Web of Science*, *Access Physiotherapy*, *F.A. Davis PT Collection*, *Rehabilitation Reference Centre*, *Clinical Key* and *Dynamed*.

The library also subscribes to the *Proquest Dissertation & Theses Global* database, which includes millions of searchable citations to dissertations and theses from 1861, including full text access to most of the dissertations added since 1997. As of July 2024, this database has 1148 dissertations and theses with *Speech and Language Therapy* as a main subject and 135 with *Speech Language Pathology* or *Speech-Language Pathology* as a main subject; 10,222 have the 0460 (Speech therapy) classification and 6,091 have the 0300 (Audiology) classification.

2.2. Current library services

[Discuss relevant liaison support, academic skills support, specialized research support]

There is a liaison librarian for the School of Rehabilitation Science, who provides information literacy instruction and research/reference support, including knowledge syntheses such as systematic reviews, scoping reviews, and realist reviews. An additional librarian is responsible for purchasing material for and managing monograph collections for most of the Health Sciences programs.

USask library also has librarians dedicated to providing support for research data management, open scholarship, data and GIS, and digital scholarship ([Research support - University Library | University of Saskatchewan \(usask.ca\)](https://library.usask.ca/research-support)). Learning specialists, library assistants, writing tutors, and peer mentors are available to assist graduate students in all disciplines with academic skill development <https://library.usask.ca/studentlearning/graduate-help.php#top>.

Subject specific research guides have been created to highlight key library resources in each discipline <https://libguides.usask.ca/> as well as more general topics such as academic integrity, citation styles and reference management software, critical thinking, data, research metrics, research profile, predatory publishers, synthesis reviews, and graduate writing.

Interlibrary Loan service allows library users to request from other libraries material not available in USask library's collection. Scan Request service sends digital copies of print materials from the library's collection directly to the requestor's email inbox (in accordance with Fair Dealing Guidelines).

The library's Distance and Distributed Library Service enables students on rotations or placements away from their regular Saskatoon residence to request print material from the library's collection.

Saskatchewan Health Information Resources Program (SHIRP) resources and services are available to all licensed health care providers in Saskatchewan, including Speech Language Pathologists.

2.3. Current library spaces

[Discuss study, collaborative, research, instructional spaces that may support program goals]

The library has 4 types of student spaces:

- **Conversational** - for group work, meetings and socializing, with moderate noise, located in the Murray and Sciences Libraries and the Engineering Learning Commons.
- **Considerate** - for studying and quiet group work, located in the Murray, Science, and Education and Music Libraries.
- **Quiet** - for individual quiet study, located in the Murray, Leslie and Irene Dubé Health Sciences and Law Libraries, as well as in St. Thomas More College's Shannon Library.
- **Low-sensory** study room - minimizes distractions and sensory inputs, located in the Murray Library.

There are bookable spaces for group study, presentation practice, and electronic music Composition at library locations across the campus. Specific details are available at <https://library.usask.ca/spaces-hours/study-spaces.php#top>

Classroom spaces that can be used for information literacy and other instructional programming for groups of 20-30 students are available in the Education and Music, Leslie and Irene Dubé Health Sciences, and Murray Libraries.

The Leslie and Irene Dubé Health Sciences, which is the preferred for Rehabilitation Sciences students, is designated as quiet space. There are a total of 582 seats:

- 355 in open study spaces
- 212 in bookable rooms for small groups
- 15 in a classroom managed by the library

3. Required revisions or additions to collections, services, or spaces to support this program

3.1. Required changes for library collections

[Surface issues such as new subject areas of acquisition that are needed, new electronic resources/databases required, access required to resources held elsewhere and identify any additional costs. Provide an estimated annual cost for library collections if additional resources are required.]

Monographs

Currently, monographs and journals to support teaching and research in speech language pathology have primarily purchased through the Medicine, Education, and Psychology fund

allocations, although occasional purchases may be made through Sociology and Nursing fund allocations to serve the needs of those disciplines.

Until the course content and faculty are more firmly identified, it is difficult to assess what additional subject areas of monograph acquisitions might be needed to support speech language pathology learning and research.

The USask library's speech language therapy monograph collection is one third to two thirds the size of its comparator libraries. Although print copies of books can be easily borrowed from other libraries through Interlibrary Loan, it is important to have a relevant local collection. When available, purchasing e-books that are free of digital rights management and available to an unlimited number of simultaneous users is preferred, which is more costly than purchasing print monographs. One-time funding of approximately \$5000 CDN to purchase relevant older monographs, and ongoing funding of approximately \$3240 be needed to maintain the speech language pathology collection's currency and relevance (estimated 20 monographs per year at an average cost of \$120 USD using 1.35 exchange rate).

Journals

It is recommended that the *International journal of language & communication disorders*. This is a Wiley journal and USask is resubscribing to the Wiley package in 2025, which will include access to 2021-2024.

Although there are three other journals held by all three comparator libraries and included in at least one of the key indexing/abstracting sources, coverage of them has been dropped by *Web of Science*. It not recommended that USask subscribe to them. Obtaining copies of desired articles via Interlibrary Loans should be sufficient.

Folia phoniatica et logopaedica (International Journal of Phoniatics, Speech Therapy and Communication Pathology). Continues Folia Phoniatica. Karger. USD \$1886. Text in French, German, and English.

Forum Logopädie. Verlag GmbH. Text in German. Appears to be a publishing house product journal for professional training and education. No price given in Ulrich's.

Journal of speech, language, and hearing research. American Speech, Language, Hearing Association. USD \$715

3.2. Required changes for library services

[Discuss relevant liaison support, academic skills support, specialized research support]

The current liaison librarian for the School of Rehabilitation Science is also the Assistant Dean for the Research Services Division. With the recent expansion of the MPT program, addition of an anticipated additional 80 graduate students in occupational therapy, approximately 10 new faculty positions to support this program, substantive engagement in knowledge synthesis by School of Rehabilitation Science faculty and graduate students, and the addition of both Speech Language Pathology and Occupational Therapy to the School's program offerings, it is recommended that a full time, tenure track librarian position be funded to fully support the

teaching, learning, and research needs of all of the programs in the School of Rehabilitation Science.

3.3. Required changes for library spaces

[Discuss study, collaborative, research, instructional spaces that may support program goals]

It is anticipated that 10 additional open study seats will be added to the Leslie and Irene Dubé Health Sciences Library in September 2024. The Murray Library is currently undergoing renovations which will provide additional student study space.

4. Summary assessment of library capacity and requirements to support the new program

[If appropriate, include the estimated budget required for library collections, services, or spaces to support this program annually.]

As indicated above, the USask library's speech language pathology monograph collection is significantly smaller than that of comparably sized programs. It will need to be enhanced to bring it to an appropriate level for research, teaching, and learning, and additional ongoing funding will be required. The current journal collection is adequate. However, as faculty are hired and we better understand their programs of research, subscriptions to additional journals may be needed. It is recommended that a full time, tenure track librarian position be funded to fully support the teaching, learning, and research needs of all School of Rehabilitation Science programs.

Cost Estimates (\$1.35 USD/CDN exchange rate)

Annual costs

Monographs (approximately 20 per year at \$120 USD each) \$2400 USD / \$3240 CDN

1.0 FTE Tenure track liaison librarian shared with OT \$57,500 CDN
 - total annual cost \$115,000 with half of the salary
 represented here
 - to begin 2025/26

Estimated total annual (ongoing) cost ***\$60,740 CDN***

One-time costs

Monographs – to bring collection up to par \$5000 CDN

Estimated total one-time cost ***\$5000 CDN***

Date: October 10, 2024

Liaison Librarian: 

Interim Dean, University Library: Charlene Sorensen



Faculty member for the sponsoring college/dept:



Speech-Language Pathology

Master of Speech-Language Pathology (M.S.L.P.) – Course-based

Residency Requirements

Applicants to the Master of Speech-Language Pathology program must satisfy the following residency qualifications:

- Applicants applying for a seat designated for an Indigenous student must be Canadian citizens.
- Other applicants must be Canadian citizens or landed immigrants AND be **residents of the Province of Saskatchewan or of the Yukon, Northwest or Nunavut Territories**. The Saskatchewan residency requirement may be waived at the discretion of the School of Rehabilitation Science Admissions Committee.
- An applicant is considered a “resident” if one of the following conditions applies:
 - The applicant has established their primary place of residence in Saskatchewan or one of the Yukon, Northwest or Nunavut Territories, at least one calendar year immediately prior to September 1 in the year of proposed admission.
 - Irrespective of the current place of residence of the applicant, the applicant's family home (the home of parents, legal guardians, foster parents or spouse), is in Saskatchewan, or one of the Yukon, Northwest or Nunavut Territories.
 - The applicant is a graduate of the University of Saskatchewan, the University of Regina or other degree-granting colleges in Saskatchewan.
 - The applicant is currently serving or is a member of a family unit in which the parents, legal guardians or spouse are serving in the Armed Forces or R.C.M.P., and the family unit has been transferred to Saskatchewan or one of the Yukon, Northwest or Nunavut Territories.

Seats designated for Indigenous Applicants

The University and the School of Rehabilitation Science are committed to decolonization, Indigenization, reconciliation and equity, diversity and inclusion, and are proud to support academic opportunities for Indigenous students. We continue to grow our relationships and engaged partnerships among Indigenous community members, thought leaders, Knowledge Keepers and cultural service providers. We recognize, value and affirm our responsibility and commitment to actively engaging Indigenous learners to co-create a culture of inclusivity, respect, and social accountability in all our teaching and learning spaces.

The Master of Speech-Language Pathology (MSLP) program **has up to 8 seats designated for Indigenous applicants**. Applicants choosing to apply for these seats must indicate such in the online application and must also meet all usual entry requirements.

Verification of Indigenous Membership/Citizenship at the University of Saskatchewan is led and determined by the [deybwewin | taapwatwin | tapwewin: Indigenous Truth Policy](#) and Standing Committee in accordance with the processes developed to enact the policy. [Verification of Indigenous Membership/Citizenship with documentation](#) is a condition of acceptance for seats that are designated for Indigenous applicants.

Please visit <https://indigenous.usask.ca/indigenous-initiatives/deybwewin-taapwaywin-tapwewin.php> to proceed through the verification system as soon as possible after submitting your application. If you have any questions or require additional information about deybwewin | taapwaywin | tapwewin please contact indigenoustruthpolicy@usask.ca.

ADMISSION REQUIREMENTS

Academic Requirements

- Successful completion of a four-year Undergraduate degree (120 credits) or equivalent, from a recognized college or university in any academic field of study.
- A cumulative weighted average of at least 70% or higher in their most recent 60 credits.
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. Acceptable test scores are as follows:
 - TOEFL: a minimum of 22 in reading, 24 in writing and 26 in both speaking and listening (out of a total of 30 in each component).
 - IELTS: a minimum score of 8 in listening, and 7.5 out of 9 in speaking, reading, and writing.
- Successful completion of the required pre-requisite courses with an academic grade of 70% or higher in each pre-requisite course (or approved alternate courses from an accredited post-secondary institution*) and an overall average of 75% among all pre-requisite courses:
 - Indigenous Studies – 3 credit units (e.g.: courses included in the College of Arts and Science [Indigenous Learning Requirement](#), [KIN 306.3](#), [EFDT 265.3](#), [ECUR 265.3](#), OR equivalent)
 - Basic Human Anatomy or Neuroanatomy – 3 credit units (eg: [CPPS 310.3](#), [CPPS 221.3](#), [PSY 242.3](#), [PSY 246.3](#), or equivalent)
 - Introductory Linguistics – 3 credit units ([LING 111.3](#) or equivalent)
 - Introductory Phonetics – 3 credit units ([LING 242.3](#) or equivalent)
 - Psychology – 3 credit units (any course at any level from an accredited post-secondary institution in Psychology)
 - Statistics – 3 credit units ([STAT 245.3](#), [STAT 246.3](#), [PLSC 214.3](#) or equivalent)
 - Additional courses that are highly recommended, but not required: any course at any level in sociology, social science, neuroscience, research design, physiology, anatomy, neuroanatomy, women and gender studies.

the School of Rehabilitation Science's website. If course equivalencies are not listed, applicants must seek and receive approval for equivalent pre-requisite courses from the Admissions Committee well in advance of application. For further information, applicants should consult the School of Rehabilitation Science. Only written/email responses to enquiries will be accepted as evidence of the official advice given by the School of Rehabilitation Science.

Non-Academic Requirements

- Completion of the situational judgement test, Computer-Based Assessment for Sampling Personal Characteristics (CASPer® Online)
- Completion of a written submission – a maximum of 300 words (based on a question prompt unique to each year provided to each applicant by the SRS Admissions Committee).

DEGREE REQUIREMENTS

A minimum total of 137 credit units are required to complete this program. Students must maintain continuous registration in the 990 course.

- [GPS 960.0](#) Introduction to Ethics and Integrity
- [GPS 961.0](#) Ethics and Integrity in Human Research
- **SLP 990.0** Speech-Language Pathology Professional Development

Year 1 - Module 1

- **SLP 811.11** – Introduction to Speech Language Pathology and the Fundamentals of Speech Language Sciences
- **SLP 801.12** – Child Speech Language Development and Disorders
- **SLP 901.1** – Clinical Placement 1

Year 1 - Module 2

- **SLP 812.9** – Motor Speech and Oral Motor Disorders
- **SLP 802.12** – Adolescent and Adult Speech Language Development & Disorders

Year 1 - Module 3

- **SLP 902.5** – Clinical Placement 2

Year 1 – Module 4

- **SLP 813.8** – Hearing Disorders and Aural Rehabilitation

- **SLP 814.4** – Fluency Disorders: Assessment and Treatment

Year 1 – Module 5

- **SLP 815.3** – Voice, Hearing, and Augmentative & Alternative Communication

Year 2 – Module 6

- **SLP 816.8** – Dysphagia, Voice and Resonance
- **SLP 803.17** – Integrated Speech Language Pathology Practices and Neurodiversity

Year 2 – Module 7

- **SLP 903.6** – Clinical Placement 3
- **SLP 904.6** – Clinical Placement 4

Year 2 – Module 8

- **SLP 817.8** – Language & Literacy Remediation Across the Lifespan
- **SLP 804.15** – Capstone Project: Clinical Research, Policy, and Practice Innovation

Year 3 – Module 9

- **SLP 905.6** – Clinical Placement 5
- **SLP 906.6** - Clinical Placement 6

Residency Requirements

Residency is expected for the duration of the graduate program.



Consultation with the Registrar (CWR) – Proposal Highlights

Title of Proposal: New Degree – Master of Speech-Language Pathology (M.S.L.P.) program

General Description: A brand new degree program is being proposed. The Registrar has approved the new degree name, Master of Speech-Language Pathology (M.S.L.P.) program. This proposal satisfies the key criteria for new degree names. The criteria is as follows: 1) name recognition in the field and 2) uniqueness; the name is not used for any other USask degree programs.

Degree College: College of Graduate and Postdoctoral Studies

College Approval: Graduate Programs Committee (GPC) approval on February 12, 2025

Effective Term: Inclusion in the Addendum publication of the *University Catalogue* in 2025-26 for marketing purposes. First intake of students to begin in September 2026.

Course implications

- Registrar-approved new course subject code SLP (Speech-Language Pathology)
- All new courses

Registration and classes

- Non-standard class time slots, terms, and sessions (schedule included in proposal)
- Most of the classes will be scheduled in Health Sciences classrooms. These are currently general classroom pool spaces, but they will be renovated and repurposed specifically for this program's use.

Convocation

- Master of Physical Therapy (M.P.T.) hood will be used for Convocation

Financial and Budget

- Tuition rate and method of assessment follow those of the Master of Physical Therapy (M.P.T.) program; this is a per term method of assessment
- SFO and Provost's Office approved to proceed with CWR step

Student Mobility

- No unique mobility or external partners/agreements

