

UNIVERSITY COUNCIL Agenda – April 17, 2025

Location: Convocation Hall (PMB 120)

Time: 2:30 - 4:30pm

Call to Order

1. **Tribute**
 - 1.1. Tribute to Professor Kathryn McWilliams from the Department of Physics and Engineering Physics presented by Glenn Hussey, Professor in the Department of Physics and Engineering Physics.
2. **Agenda**
 - 2.1. Adoption of the Agenda
 - 2.2. Council Motions
3. **Chair's Opening Remarks-** Dr. Vicki Squires, Council Chair, College of Education
 - 3.1. April Gazette Issue
4. **Minutes**
 - 4.1. Approval of Minutes – March 20, 2025
5. **Business Arising**
6. **Executive Committee**
 - 6.1. Item for Information: Endorsement of Inclusive Language in the *Eligibility to Apply for, Hold, and Administer Research Funding Policy*
7. **Academic Programs Committee**
 - 7.1. Request for Decision: Master of Speech-Language Pathology
 - 7.2. Request for Decision: Master of Occupational Therapy
8. **Planning and Priorities Committee**
 - 8.1. Item for Information: Disestablishment of the Confucius Institute
9. **Governance Committee**
 - 9.1. Notice of Motion: Council Bylaw Changes
10. **Scholarships and Awards Committee**
 - 10.1. Item for Information: Best and Brightest Award Updates
11. **Nominations Committee**
 - 11.1. Item for Information: Deadline for Expressions of Interest to Serve on Committees of Council

12. Reports

- 12.1. President
- 12.2. Acting Provost and Vice-President Academic
- 12.3. Graduate Students Association (GSA)
- 12.4. University of Saskatchewan Student's Union (USSU)

13. Other Business

14. Question Period

In addition to bringing forward questions during the course of a meeting, council members are encouraged to submit questions on agenda items or matters relevant to council in advance of a meeting. These questions can be sent to the Chair of Council directly or via the Governance Office (vicki.squires@usask.ca; governance.office@usask.ca). Whenever possible, the questions will be forwarded to the appropriate individual. Members submitting questions in advance will be invited to pose their questions during the course of the meeting. Questions from the floor are also welcomed and encouraged.

15. Adjournment

Next Council meeting is on May 15, 2025- please send regrets to governance.office@usask.ca

The deadline to submit motions and items to the Executive Committee for the April meeting is April 23, 2025. A full list of submission deadlines can be found [online](#).

Zoom Link:

<https://usask-ca.zoom.us/j/93717143544?pwd=zVfdrqnVG737WyZobVyhY7Jk2US3.1>

Join by Telephone:

Local Saskatoon Zoom Dial-in Number: (639) 638-7474

Other Zoom Dial-in Numbers: <https://usask-ca.zoom.us/j/93717143544?pwd=zVfdrqnVG737WyZobVyhY7Jk2US3.1>

Join by Video Conferencing Device (SIP):

93717143544@zoomcrc.com

Meeting ID: 937 1714 3544

Passcode: 02328645

Telephone Passcode: 02328645





University Council Agenda Motions April 17, 2025

Academic Programs Committee

7.1 Request for Decision: Master of Speech-Language Pathology

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

7.2 Request for Decision: Master of Occupational Therapy

***Motion:** It is recommended by the Academic Programs Committee that Council approve the Master of Occupational Therapy program effective May 2026.*

Governance Committee

9.1 Notice of Motion: Council Bylaw Changes

***Motion:** It is recommended by the Governance Committee that Council approve the changes to the Council Bylaws.*

USASK COUNCIL GAZETTE

Volume II, No. 2

April 17, 2025

Check out the Bi-Yearly Council Roundup

Governance Office Updates

- Do you want to be a part of the important work happening at these Committees of Council? The opportunity to put your name forward closes on **April 18th!**
- **Presidential Search** officially opened March 12, 2025.
- Chancellor Search nearing completion



Photo Credit: Jacob Straat



[Sign up to Serve on a Council Committee](#)

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The USask Council Gazette was established in the Spring of 2024 as a way to be more transparent and communicate back to members on ‘what’s happening’ at the various Committees of Council. We achieve good governance through accountability, transparency, and participation.



CHAMPIONS- Academic Programs Committee

The members of the Academic Programs Committee (APC) have been busy beavers over the past few months and have lived up to their robust decision-making capabilities. Since November, APC has thoughtfully reviewed, discussed, and approved 7 new certificate programs, 8 major program revisions, 5 new or replacement programs, 5 program terminations and over 31 agenda items, totaling more than 2500 pages of agenda materials!

In addition, the Academic Programs Committee is working on revising the program proposal document. In preparation for this revision work, APC invited Acting Provost Vince Bruni-Bossio to share his thoughts on the academic vision of USask. Dr. Bruni-Bossio recognized the difficult task ahead of APC members, as USask is in a time of being more flexible and nimble, where there is a pressure to speed up but to also remain diligent. APC is a knowledgeable partner for proponents in the governance process to ensure USask is bringing forward academically sound and innovative programming.

Work continues on the revised Assessment Policy and the overhaul to the Academic Courses Policy. A progress update will be provided to APC in the late Spring.



USask students writing exams in the Education Gym
-The Star Phoenix-

For thoughts and questions on 'what's happening' at APC, connect with Danielle at danielle.rudulier@usask.ca, APC Committee Coordinator.



CONNECTORS– Teaching, Learning, and Academic Resources

The Teaching, Learning, and Academic Resources Committee have met five times since the start of September and have been actively engaged in discussions surrounding several key areas impacting teaching and learning at the University.

The committee received an update from Vice Provost, Students and Learning, Dr. Jerome Cranston, on the National Summit on Canada's Future Workforce, which touched on a skills gap due to retirements in the trades. The discussion highlighted the need for post-secondary institutions to focus on career readiness, digital literacy, and transferable skills, with an emphasis on intergenerational learning models for mentorship.

Dr. Scott Walsworth, Vice Provost Faculty Relations, attended a meeting regarding revisions of the Standards for the New Tenure Track Teaching Stream. Topics of discussion included, but were not limited to, teaching loads, educational leadership time, and aligning the standards with decolonization and Indigenization.

Many committee discussions focused on the rapidly evolving landscape of Generative AI. The committee reviewed the results of a faculty survey on AI literacy and use, which highlighted the need for literacy supports, examples for AI use, and clearer guidelines. The role of Integrity Supports in the context of AI was discussed, emphasizing the need for clarity on AI expectations for students and the challenges of addressing academic misconduct. The committee also addressed the complexities of assessment security with AI, and considered strategies such as redesigning assignments and focusing on clear communication with students.

For thoughts and questions on 'what's happening' at TLARC, connect with Lissa at lissa.defreitas@usask.ca, TLARC Committee Coordinator.

GAMECHANGERS– Scholarships and Awards

The small but mighty Scholarships and Awards Committee recently finished its annual task of adjudicating USask's highest-value entrance awards, consisting of 17 awards totaling \$560,000 in value, requiring a review of approximately 240 applicants. This essential and important work for students will be reported on at the April Council Meeting.

For thoughts and questions on 'what's happening' at S&A, connect with Alex at alex.beldan@usask.ca, S&A Committee Coordinator.





INNOVATORS- Research, Scholarly, and Artistic Work

The Research, Scholarly, and Artistic Work Committee has worked to engage with a number of units that support the research, scholarly and artistic mission of the university. The committee met with the Vice-Provost, Faculty Relations regarding changes to standards for promotion and tenure in December. The committee engaged with the Associate Vice-President, Research for annual reporting on breaches of the Responsible Conduct of Research Policy and discussed supports for researchers to conduct themselves with integrity.



A Busy Day in a BC Bee Yard

By: Maria Janser, Undergraduate student, Biomedical Sciences, College of Arts and Science
Grand Prize Winner 2025 Images of Research Contest

In the new year, the committee participated in discussions with the Vice-President

Research for a mid-year update on their plans and initiatives, and discussed domestic recruitment of graduate students and undergraduate research initiatives at USask in the face of external challenges for international recruitment. RSAW discussed the AI guidelines that are under development and their implications for the research, scholarly, and artistic initiatives at USask.

In its forthcoming meetings, RSAW will discuss faculty complement planning, research in the new School for the Arts as well as receive the annual reporting on tri-council success from the Office of the Vice-President Research and the College of Graduate and Postdoctoral Studies.



PROTECTORS- Governance Committee

The Governance Committee has been working in support of better and clearer processes, including reviewing the timelines established for the nomination and election of University Council Chair, approving changes to the Centres Subcommittee Terms of Reference, and providing feedback on Faculty Council Bylaw changes. Looking forward, the Governance Committee will be discussing additional proposed changes to the Council Bylaws and to the Rules of Order for University Council and its committees.

For thoughts and questions on 'what's happening' at RSAW or Governance, connect with Amanda at amanda.storey@usask.ca, RSAW and Governance Committee Coordinator.



EXPLORERS- Planning and Priorities Committee

The Planning and Priorities Committee continues to move forward expeditiously! Members have heard from CFO, Dee Henne, on multiple occasions, including quarterly budget comparison reports, and the budget planning cycle for 2025-2026. Early in April, members will review the draft comprehensive budget as well as the approved tuition with an opportunity to provide feedback on these items to the Board of Governors.

Members have heard updates on the EDI Framework for Action, Indigenous Engagement Strategy, Student Enrolment Planning (SEM) and Sustainability Plan Progress. Information has also been provided to members on the International Student Strategy/PALs, Seminary Crescent Demolition and the Space Optimization Project in Health Sciences.

Fun fact: USask is one of the only institutions in Canada to have almost all health science disciplines within a single University. The Health Science Building renovations will bring nearly all USask health science units under one roof.

Members were actively engaged in a presentation regarding USask's Capital Projects and Prioritization. The item first heard in January will be coming back to PPC in late spring for further discussion.

In addition, the Centres Subcommittee has been reviewing and providing recommendations on new centers and closures. So far this year, PPC has approved one centre closure and provisional status for two centres. The Centres Subcommittee also made some revisions to their Terms of Reference, which will be coming forward to Council in the next few months.

Later in the term, PPC will be asked to provide input and discuss the USask/Saskatchewan Polytechnic project, and Vice-President Greg Fowler will provide updates on the Link including: pedestrian safety, crosswalks, bike lanes and composting plans as mentioned at the March Council meeting.

For thoughts and questions on 'what's happening' at PPC, connect with Danielle at danielle.rudulier@usask.ca, PPC Committee Coordinator.



INSTIGATORS– Nominations Committee

The Nominations Committee of Council continues to carry out their essential work of populating membership of Council and Council committees. The committee issued a call for nominations for University Council on February 24, 2025, for 16 Member-at-Large positions, following a second call on March 10, 2025, where all positions were acclaimed.

The Committee is now preparing for their work in April and May to populate the committees of Council. A call for interest to join a University Council committee was sent to all members of University Council and the General Academic Assembly on March 31st. The Nominations Committee encourages members to get involved in a committee that supports the work of Council.

The call for interest survey will *close on April 18, 2025*.

[Sign up to Serve on a Council Committee](#)



LEADERS– Thank you Chairs

Vicki Squires | Council Chair



Dr. Squires is a tenured Associate Professor in Educational Administration at USask, focusing on leadership education in post-secondary institutions. She began her career as a special education teacher and vice-principal before completing her PhD and moving to the university to serve in various administrative roles. Vicki has been on campus for 15 years and has been a part of Council and Council Committees for the past 5 years including Nominations and Planning and Priorities. Vicki enjoys working with colleagues from across campus, hearing other perspectives, feeling a sense of contribution to the governance of the university, upholding collegial governance while helping to ensure there is transparency, accountability, sustainability and innovation in the academic work of USask.

Reza Fotouhi | Council Vice-Chair



Dr. Fotouhi is a Professor of Mechanical Engineering, specializing in robotics, structural dynamics and vibrations, computational mechanics, and biomechanics. He holds a BSc and MSc from Iran, as well as an MSc and PhD from USask, and is a licensed Professional Engineer (PEng). Reza has been on campus for 23 years, serving on Council and Council Committees for 7 years including the Academic Programs and Nominations Committees. Reza enjoys being involved as it is a great way to meet colleagues, learn how the university functions as well as the pros and cons of higher education systems in Canada.

Carolyn Augusta | Academic Programs Committee Chair



Dr. Augusta is a lecturer in the Edwards School of Business and passionately teaches, and develops business statistics courses for undergraduate and graduate students. She completed her BMath at the University of Waterloo and both her MSc and PhD at the University of Guelph. Carolyn has been around campus for 7 years; began her interactions on Council 5 years ago and is serving her second term with the Academic Programs Committee. Carolyn enjoys the fulfillment of being involved, especially the discussions and debates on academic programs. She even enjoys everyone laughing at her jokes!

Scott Bell | Nominations Committee Chair



Dr. Bell is a Professor of Geography and Planning and teaches GIS, Cartography, and human geography. He has expertise in advanced applications of GIS and GIS training for academic research. He completed a MA and PhD in Geography from the University of California, Santa Barbara and has collaborated on interdisciplinary health, environmental, social science, and cognitive science research during his career.

Jason Perepelkin | Scholarships & Awards Committee Chair



Dr. Perepelkin is an Associate Professor with a BA, BComm, MSc, and PhD, and serves as an Associate Member in the Edwards School of Business, Department of Management and Marketing. His research interests span various areas, including burnout and work engagement, patient experiences with IV ketamine, 2SLGBTQIA+ symbolism in pharmacies, and pharmacy owner succession planning. Jason has been on campus for over 17 years, having served on the Scholarships and Awards Committee since 2021 and Council since 2023. Jason enjoys meeting people from across campus, seeing what good work is being done for the betterment of the campus community and USask stakeholders.

Roy Dobson | Governance Committee Chair



Dr. Dobson is a Professor of Social and Administrative Pharmacy and Graduate Chair in the College of Pharmacy and Nutrition. He teaches various topics across the pharmacy undergraduate program, including comparative health systems, pharmacy management, pharmacoeconomics, and health and pharmacy policy. Roy has been on campus for 25 years and has served on Council for 13 of those years, including the position of Vice-Chair from 2015-2017. Roy has been a part of the Academic Programs Committee, and served as chair from 2012-2015. He was a member of the Nominations Committee from 2017-2020 and has been the Chair of the Governance Committee for the past 3 years. Roy enjoys the opportunity to work with colleagues across campus who are committed to good governance for the University.

Eric Lamb | Research, Scholarly, and Artistic Works Committee Chair



Dr. Lamb is a Professor in the College of Agriculture and Bioresources. He holds a BSc from the University of British Columbia, an MSc from Lakehead University and a PhD from the University of Alberta. He is a plant ecologist with research interests including mechanisms structuring plant diversity, plant - soil interactions, plant competition, statistical ecology, and natural history. Eric has been on campus for 15 years and on Council for longer than he can remember! He has also been the Chair for the Nominations Committee of Council and enjoys being able to work with colleagues from outside his college noting that it is really easy to get siloed in ones department/college. Eric enjoys that Council is an opportunity to work with great people from across campus.

Christian Willenborg | Planning & Priorities Committee Chair



Dr. Willenborg is a Professor and the Department Head of Plant Sciences, with an adjunct professorship in the Department of Agriculture, Food, and Nutritional Sciences at the University of Alberta. He holds a BSc and MSc in Agronomy and Weed Science from the USask, and a PhD in Weed Science from the University of Manitoba. His research focuses on the biology, ecology, and management of weeds in agroecosystems, specifically examining weed ecology, population biology, and conservation biological control. Christian has been on campus for over 13 years and on Council for over half his time here. In addition, Christian has served on the Conflict of Interest Committee of Senate, and the Teaching, Learning and Academic Resources Committee. Christian enjoys the important work that leads to positive outcomes for the University, having the opportunity to play a role in good governance, connecting with colleagues who have similar interests in making the university a strong, dynamic institution.

Ralph Deters | Teaching, Learning, and Academic Resources Chair

Dr. Deters is a Professor in the Department of Computer Science, College of Arts and Science. He holds a BS in Computer Science from the Technical University Berlin, an MS (Diploma) in Computer Science, Technical University Berlin and a PhD in Computer Science, Federal Armed Forces University Munich . His research interests include multi-agent systems, scalability & dependability of distributed systems and mobile & ubiquitous computing.

ENTERTAINMENT GUIDE

GOOD READS

What Universities Owe Democracy by Ronald J. Daniels, Grant Shreve and Phillip Spector
The Help by Kathryn Stockett
Hidden Figures by Margot Lee Shetterly

Reminder to take time to pause as Chair Vicki Squires said
*“be kind to yourselves and others; treat each other with humanity and compassion
and look after your own wellbeing in the ways that are important to you.”*

ON THE SCREEN

The Wild Robot
The First Kid
Mona Lisa Smile

Governance Office Pick of the Month: Monsters University



USask Act

To be sung to a tune of Leonard Cohen
Adapted from the University Act, 1995 by Microsoft Copilot

(Verse 1)

In the heart of Saskatchewan, where the prairies lie so wide,
Stands a place of learning, where knowledge does abide.
The **Board of Governors**, with duties to uphold,
Guides the institution, with wisdom pure and bold.

(Chorus)

Oh, **University of Saskatchewan**, where dreams are born anew,
With wisdom in your corridors, and skies of endless blue.
From the **Chancellor** to the students, each plays a vital part,
In the tapestry of learning, woven deep within the heart.

(Verse 2)

The **President** oversees, both the academic and the day,
With the **Council** and **Assembly**, they chart the university's way.
The **Senate** meets to ponder, on matters great and small,
From degrees to affiliations, they carefully consider all.

(Chorus)

Oh, **University of Saskatchewan**, where dreams are born anew,
With wisdom in your corridors, and skies of endless blue.
From the **Chancellor** to the students, each plays a vital part,
In the tapestry of learning, woven deep within the heart.

(Bridge)

The **Chancellor** confers degrees, with honour and with grace,
While the **Senate** shapes the bylaws, for a better, brighter place.
The **Board** ensures the finances, are managed with great care,
And the **Council** steers the courses, for students everywhere.

(Verse 3)

From the halls of convocation, to the fields of research bright,
The quest for truth and knowledge, is a never-ending fight.
With powers to expropriate, and immunity from blame,
The University stands steadfast, in its noble, honored name.

(Chorus)

Oh, **University of Saskatchewan**, where dreams are born anew,
With wisdom in your corridors, and skies of endless blue.
From the **Chancellor** to the students, each plays a vital part,
In the tapestry of learning, woven deep within the heart.

(Outro)

So here's to the institution, where minds are set aflame,
In the pursuit of knowledge, in the honor of its name.
The **University of Saskatchewan**, forever may you stand,
A beacon of enlightenment, in this vast and noble land.



**USask University Council Meeting Minutes
Thursday March 20, 2025
2:30-4:30pm
Convocation Hall and Zoom**

Call to Order

The meeting was called to order at 2:31 pm.

The Chair, Dr. Vicki Squires, began with a Land Acknowledgement.

No members of the media identified themselves.

The Chair reminded members there are no recordings of Council meetings.

1. Adoption of the agenda

1.1 Adoption of the Agenda

Motion: (Augusta/Jones): *That the agenda be approved as circulated.*

CARRIED

2. Chair's Opening Remarks

Chair Squires made note of the unstable political climate since Council last met on Jan. 30 with Trump inaugurated on Monday January 20th which has brought chaos and uncertainty for the past two months. In addition, there are daily news reports about the attack on universities happening south of the border. Closer to home, we now have a new Prime Minister, and a new Minister of Immigration (among others). Also, the provincial government just yesterday presented the provincial budget.

The Chair noted the PEC/CCC breakfast meeting last week, where a conversation was had with Sara Daniels, Associate Vice President, Government Relations. Sara described the political context at the local, federal and global levels and the various impacts (and potential impacts) on the university. A wide-ranging discussion took place on the multitude of ways political decisions and actions can influence the work of universities. Sara emphasized the importance of the advocacy work that university leadership across the country are engaged in. Above all, universities need to demonstrate to governments as well as the broader community, the value they provide. The Chair encouraged members to focus energies and conversations on the points of influence and impact we may have on the local context and the broader community; emphasize the value that a university brings to our daily lives.

The Chair reminded members on the difference between University Council members, General Academic Assembly members and guests. All campus and community members are invited to attend University Council meetings as guests. This invitation extends to faculty members who are all members of the General Academic Assembly. However, Faculty who are representing their college or who have been elected or acclaimed as Members at Large are University Council voting members.

Chair Squires reminded members to be kind to themselves and others; treat each other with humanity and compassion and look after your own wellbeing in the ways that are important to you.

3. Minutes

Motion: (Jones/Bell): *That the minutes of January 30, 2025 be approved as circulated.*

CARRIED

4. Business Arising

4.1 Responsible Conduct of Research (RCR) Follow Up

Dr. Darcy Marciniuk addressed Council on two questions from the previous meeting.

1. What resources are in place for new faculty and new researchers to meet research integrity expectations?

- Anyone with questions, concerns or issues are welcomed and encouraged to contact the RCR.
- Detailed information on many items can also be found on the [RCR website](#) such as courses, toolkits, resources, case studies, information about breaches of the USask RCR Policy, FAQ's and contact information.
- Graduate students are required to complete GSR 960 – Introduction to Ethics and Integrity in their first year, which embeds the responsible, ethical conduct of research into the curriculum.
- Senior faculty are critically important mentors and role models for their students, research staff and junior colleagues.
- Future Initiatives Include:
 - Training in RCR and Research Management for all members of the University
 - World Conference on Research Integrity – Vancouver May 2026. Diane Martz was invited to sit on the National Advisory Committee for the Congress
 - Text Matching Software for researchers will be made available for faculty, students and staff this fall term.

2. What protections are in place for complainants?

- Anonymous allegations can be considered and will move forward only if all relevant facts are publicly available or otherwise independently verifiable. If all relevant facts are verifiable, the AVPR or Senior Administrator will initiate an Inquiry to determine whether the complaint should be dismissed or investigated.
 - Anonymous complainants are not entitled to participate or receive information on any part of the outcome.
- Any acts of retaliation (including threats, intimidation, reprisals or adverse employment or education action) made against the Complainant, Respondent or any individual who participated in any manner in the investigation or resolution of a report of a breach of the Policy are subject to the University Discrimination and Harassment Prevention Policy. A recent instance occurred where a need arose to externally support/defend a complainant. The USask Legal Office provided guidance and support and they were very appreciative of this support.

There were no questions.

5. Nominations Committee

Scott Bell, Chair of Nominations noted that the call for interest in Council Committees will be coming out soon and encouraged members to put their names forward and share this information with their colleagues.

6. Academic Programs Committee

Carolyn Augusta, Chair of presented the committee's items as outlined in the agenda package.

6.1 Request for Decision: Master of Public Health Nursing

Information is in the agenda package. There were no questions.

Motion (Augusta/Okoko): *It is recommended by the Academic Programs Committee that Council approve the Master of Public Health Nursing program effective May 2026.*

CARRIED
1 Opposed

6.2 Item for Information: 2025-2026 Academic Calendar Changes (College of Dentistry)

Information is in the agenda package. There were no questions.

6.3 Item for Information: Minor Editorial Changes to Academic Courses Policy

Information is in the agenda package. There were no questions.

7. Planning and Priorities Committee

Dr. Christian Willenborg, Chair of the PPC committee presented the committee's items as outlined in the agenda package.

7.1 Item for Information: Provisional Centre for Canadian Sustainable Digital Agriculture

Information is in the agenda package. There were no questions.

8. Governance Committee

Dr. Roy Dobson, Chair of the Governance committee presented the committee's item.

8.1 Request for Decision: Nomination Committee Vacancy

Motion (Dobson/Augusta) *It is recommended by the Governance Committee that Council approve the nomination to fill the vacancy on the Nominations Committee effective immediately.*

CARRIED

9. Research, Scholarly and Artistic Work Committee

Dr. Baljit Singh, Vice President Research presented the mid-year update.

9.1 Item for Information: Mid-Year Update from Vice President Research

Vice President Singh addressed members of Council and highlighted a few items from the slides attached to the agenda package.

A member asked for clarification on the Non Tri-Agency vs Tri-Agency funding. Dr. Singh noted that the focus is on Tri-Agency funding due to the widespread impacts that this funding can have. Large sums of funds come from Non Tri-Agency associations, such as Sask Agriculture as well as a variety of sources and sectors that provide funds as well as donors for more specific areas of research.

10. Joint Committee on Chairs and Professorships

Dr. Scott Walsworth, Chair of JCCP presented the committee's item.

10.1 Request for Decision: Beef Cattle Health Chair

Dr. Walsworth explained that this is a new enhancement chair funded by industry, intended to provide critical expertise and qualified personnel to be able to respond to immediate and emerging research needs of Canadian beef cattle.

Dr. Walsworth noted that a motion was passed at JCCP; specifying that when a minority view is part of the discussion, this view will be presented at Council.

The Beef Cattle Health Chair will continue to be a resource through research. It is a limited term enhancement chair to supplement funding for a faculty member in WCVM.

The minority view in committee was that research chairs should fully account for their environmental footprint. It was noted that the Terms of Reference (ToR) for this Chair position are lacking a connection in public health, as well as do not incorporate indigenous forms of knowledge and no plan to provide education to underrepresented groups.

The committee majority felt that that these items do not need to be included in the ToR as the chair holder will be expected to operate under the Living Our Values Policy and adding such specific items in the ToR would be limiting.

A member asked for clarification on the insufficient funds portion of the ToR. Why would the College be responsible for excess funding? The faculty member was an NSERC holder for the past 5 years. Given that WCVM would like the research to continue, they would be responsible for the contract if anything happened to the funding contract with the Beef Cattle Research Council.

A member inquired about the practical or desirable language in the last paragraph of the ToR. Dr. Walsworth noted that this is standard language used and gives a mechanism to separate if an unpredictable situation arises.

Clarification was sought on the chairholder's salary. Dr. Walsworth explained that the faculty member is already in a budget line in the College; therefore, the funds are intended to top up the salary. Another member asked if

USask is setting precedent by partially funding salary and partially funding research. Dr. Walsworth replied that this is not a new or uncommon practice.

A member who is the Chair in question explained that this funding is freeing up teaching time and allowing more focus on research. The member noted that they have done a lot of work over the years in public health and in partnership with indigenous communities.

Vice President Cheryl Hamelin explained to members that enhancement chairs are intended to release some of the teaching load to add research capacity to a faculty member's portfolio.

Chair Squires called for the motion.

Motion (Walsworth/Muir) *It is recommended by the Joint Committee on Chairs and Professorships that University Council approve the Beef Cattle Health Chair in Western College of Veterinary Medicine.*

CARRIED
1 Opposed

11. Reports

11.1 Report of the President

The full report is in the agenda package.

President Stoicheff began his remarks by noting the event that took place to celebrate the book launch of former Chancellor Vera Pezer.

The President mentioned the U15 meeting which took place in Germany to discuss the current state of global political decisions. USask is continuing to build their international profile and climb the ladder in international respect.

Yesterday was the provincial budget- it was a good budget. The current MOU will be extended for one year which will help the predictability. Given the disruption in the States since January, all MOU2 budget discussions had to be put aside. Even though it is a good budget, members will hear in the Financial Town Hall on April 16th that USask continues to have work to do.

The President noted that it is a very interesting time for universities and wanted to acknowledge that the value proposition to the government was noticed based on this budget, recognizing the great work that is coming from USask. If there was no value proposition, the government would not have responded as they did.

The U15 are in constant contact with our counterpart south of the boarder (Association of American Universities) around how the U15 can support the research universities given the attack. In addition, Trump has created an order to dismantle the Department of Education.

A member asked what the impacts were on the UofR and Saskatchewan Polytechnic budgets. The President noted that the- 2+2+1 was sector wide; however, there are many other items (such as capital funding) that are not the same.

11.2 Report of the Acting Provost

Dr. Bruni-Bossio explained that the IRCC changes, impact of tariffs and the MOU were all playing together in the provincial budget decision. USask received an endorsement in this province. It is a budget to bring stability, and the government commits to another multi-year MOU as well as a slight increase. This news will help USask get through the year; however, more work is to be done. USask is fortunate to not be in the dire situation some other institutions are in.

CFO Dee Henne noted that so much has happened since the Fall Financial Town Hall which occurred before the tariff talks, and where the government was sending positive signals. The CFO reiterated Dr. Bruni-Bossio's comments that there is still work to do. The budget was built on a 2+2 and then we were receiving signals that there would be no increases after the tariff discussion started. The reality is that a 3.5-million-dollar gap remains. USask can get through next year but will need to prepare for the future in case we do not get an increase in funding.

Dr. Bruni-Bossio expressed that there are many USask members working very closely with government. All these touch points are very critical, and the government's understanding of our pain points was noted yesterday in budget discussions.

The Acting Provost stated that there will not be any cross-campus strategies (e.g. hiring freeze) as all units are different with unique needs. There is a lot of trust in the Deans and Executive Directors and the Provost wants to support them in coming up with strategies that fit with their College/Schools. If hiring is in process, these will move forward.

An advisory team will be comprised of Deans and Senior Leaders to look at ways to save costs with the intent to trust the experts who know the organization the best. Dr. Bruno-Bossio expressed that this is not a time to have a status quo mindset. If we do not take steps now, we may not be in the same situation next year.

11.3 Report of the GSA President

A formal report can be found in the agenda package.

Vice President Nickson Joseph presented the report. The GSA manager position is expected to be filled soon. The GSA is holding tax sessions to assist students in tax submission. Mr. Joseph noted that several policy changes have been put forward to the GSA Governance committee and the new policies will be published soon.

There were no questions.

11.4 Report of the USSU President

The full report is in the agenda package.

President Krunal Chavda mentioned the undergraduate symposium which recognized outstanding student contributions across campus. The teaching excellence awards are coming up on March 22 which are to recognize instructors who go above and beyond in their teaching in the classroom.

The USSU Elections are taking place on March 21 and 22. President Krunal noted that the USSU has hired an elections coordinator this year.

The USSU budget was presented today to USSU student council for a vote.

There were no questions.

12. Other business

12.1 2025-2026 Council Call for Nomination Results

This information was added after the Council agenda was posted. Full information on the acclaimed members was updated in the full agenda package.

12.2 Call for Nominations from the floor

During item 8.1 there was an omission where a call was to be made for nominations to come from the floor. Secretary Demkiw made a call from the floor. There were none; therefore, the motion from 8.1 is valid.

13. Question period

Pre-submitted questions:

1. Most Universities in Canada have some form of composting. USask is the only U15 institution without a food waste program, in my opinion. Can USask leadership give an overview of plans for future composting, what programs might already be in place, and how such programs fit with the university's carbon emission goals.

Mr. Fowler replied that the University has received quotes for pre-consumer composting and post consumer composting. Mr. Fowler expressed that he would like to take this information to PPC as a starting point.

2. With the reduced use of the Place Riel bus loop and the eventual 100% transition to College Dr. bus stops, I have noticed an increased need for safe crossing of Wiggins Road in front of Dentistry (between College Dr. and the current crosswalk at the intersection/transition of Wiggins Rd. and Campus Dr.). While I appreciate the need of the Wiggins Rd. crossing at the corner of Campus Dr., hundreds of people do and will continue to cross at Dentistry. Will USask act to provide a safe way for transit and other active transport users to cross Wiggins in front of Dentistry? Would USask consider a pedestrian controlled/initiated crossing light at both the corner near Murray Library and midway between College Dr. and the beginning of Campus Dr.?

Mr. Fowler replied that USask has had a report come in on this as well and will also bring forward to PPC. Council was assured that there will be open consultations as time goes on.

Deputy Provost McDougall noted there is important activity and discussions talking place as well as ongoing discussions with the city on the Link.

Other members echoed concerns for the Link transit line where the newly unveiled plans have no bike lanes or crosswalks and would like more information on the consultation for College Drive.

Questions from the Floor:

1. What assurances does USask have that we are secure with our data on campus?

Mr. Fowler replied that USask has 3 data centers on campus which hold information and assured members that Cloud information has constraints and does not leave Canada.

2. A guest noted increasing concerns on delays within the AES office given the increase volume of students and inquired about proper resourcing for this unit.

Vice Provost Jerome Cranston agreed that there is more acceptance of disabilities and are see increasing requests and volume in the office. A review is currently underway and there is currently a proposed increase to student fees which would go directly to AES.

3. A member asked for an update on the teaching focused faculty positions.

Dr. Walsworth explained that progress has been made. URC has received most of the College standards, and they meet on April 4th to review the submissions. URC is on track to complete the updates to the University Standards during this academic year and then searches can begin.

4. A member asked for clarification on why JCCP brings forward Chair decisions when it is not a Council committee.

The Secretary clarified that JCCP is a joint committee between University Council and the Board of Governors; therefore, it is a part of both governing bodies based on their bylaws.

3. Adjournment

(Jones): The meeting was properly adjourned at 4:19 pm.

UNIVERSITY COUNCIL
EXECUTIVE COMMITTEE
ITEM FOR INFORMATION

PRESENTED BY: Vicki Squires, Chair, Executive Committee

DATE OF MEETING: April 17, 2025

SUBJECT: Endorsement of Inclusive Language in the *Eligibility to Apply for, Hold, and Administer Research Funding Policy*

ACTION: For Information Only

SUMMARY:

At its April 8, 2025, meeting, a member of the Executive Committee raised concerns regarding language used in the [Eligibility to Apply for, Hold and Administer Research Funding](#) Policy. The current language excludes faculty members who do not have research responsibilities outlined in their letter of appointment (e.g., teaching-focused faculty members).

The proposal brought forward to the Executive Committee was to adjust the wording of Section 3.1 to make it more inclusive and delete Section 3.3 of this policy. Section 3.1 indicates that the letter of appointment must include research responsibilities; Section 3.3 lists specific positions through which individuals may apply for/hold/administer research funding, which is difficult to update when enshrined in policy. These proposed changes would allow campus members to engage in research activity, provided this is in line with their academic unit's plan.

The following motion was carried by the Executive Committee:

Motion (Dobson/Augusta) That the Executive Committee endorse the proposed changes to the policy to allow more inclusive language on who is eligible to hold a research fund.

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

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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:
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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

⁴ The 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%20PILOT11.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, EFD 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 deiybwewin | 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	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.	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.
YEAR 1 MODULE 1	Fall	SLP 801 Child Speech Language Development & Disorders	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	

Year/Module	Term	Course	Course Descriptions	Competency Narrative
			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.	
YEAR 1 MODULE 1	Fall	SLP 901 Clinical Placement 1	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.	
YEAR 1 MODULE 2	Winter	SLP 812 Motor Speech and Oral Motor Disorders	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	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,

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.
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.	"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 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	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.	
YEAR 2 MODULE 7	Winter	SLP 903 Clinical Placement 3	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.	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.

Year/Module	Term	Course	Course Descriptions	Competency Narrative
YEAR 2 MODULE 7	Winter	SLP 904 Clinical Placement 4	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.	
YEAR 2 MODULE 8	Spring/Summer	SLP 817 Language & Literacy Remediation Across the Lifespan	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.	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.

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.
<p>2. Communicator:</p> <p>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).</p>
2a. Communicate respectfully and effectively using appropriate modalities.
2b. Maintain client documentation.
<p>3. Collaborator:</p> <p>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).</p>
3a. Establish and maintain effective collaborations to optimize client outcomes.
<p>4. Advocate:</p> <p>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).</p>

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.

The pursuit of truth and understanding	<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>
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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. Laureen 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	• <i>Proposal Submission to School of Rehabilitation Science Faculty Council</i>	January 17, 2025	
		• <i>Proposal for Academic or Curricular Change Form</i>	February 12, 2025	
		• <i>Completion of Physical Resource and Space Requirement Form</i>	Not required	Space will be accommodated via larger capital project.
		• <i>Completion of Library Requirement Form</i>	October 10, 2025	Catherine Boden, Liaison librarian for the School of Rehabilitation Science
		• <i>Completion of 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.



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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	<u>Spring/Summer 2025</u>	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			

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

[illegible]

APPENDIX D: Course Creation Forms

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

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



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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
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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:

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: **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:



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 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. **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, LLM, 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



**UNIVERSITY OF
SASKATCHEWAN**

**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 of Mark Walkner, consisting of a stylized 'M' followed by a horizontal line.

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





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.



306-966-6327

pharmacy-nutrition@usask.ca



UNIVERSITY OF SASKATCHEWAN

**College of Pharmacy
and Nutrition**

PHARMACY-NUTRITION.USASK.CA

 pharmacy-nutrition.usask.ca

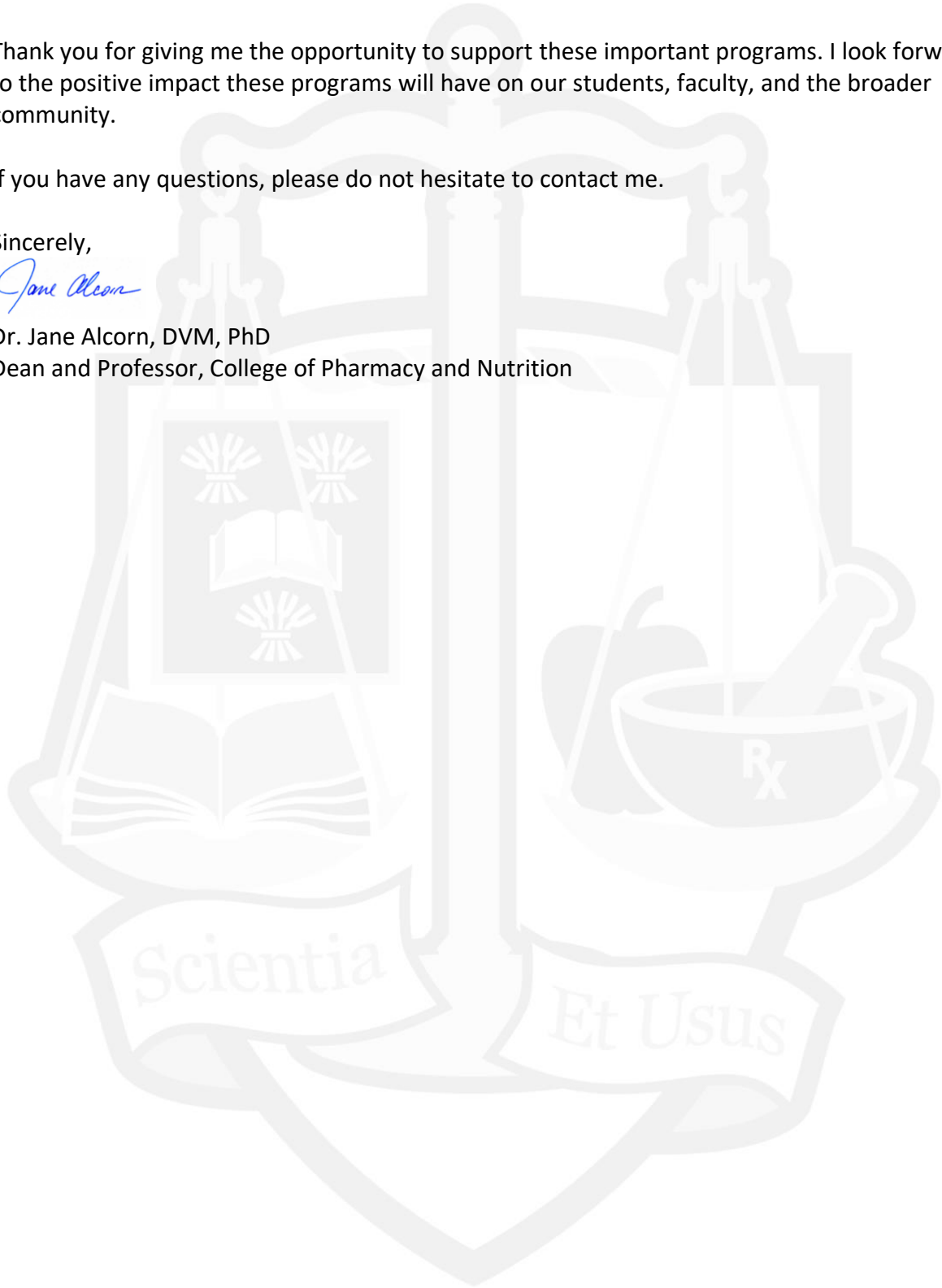
Thank you for giving me the opportunity to support these important programs. I look forward to the positive impact these programs will have on our students, faculty, and the broader community.

If you have any questions, please do not hesitate to contact me.

Sincerely,

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



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.

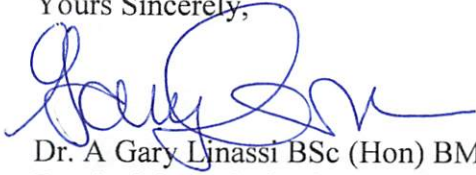
Speech Pathologists are specialists in cognitive assessment and the diagnosis and management of speech and swallowing disorders. They are involved in the care of a broad spectrum of vulnerable individuals including adults and children with neurological disorders and individuals with head and neck pathology. 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,

A handwritten signature in blue ink, appearing to read 'Gary Linassi', written over the closing '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



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://jessestewart.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.

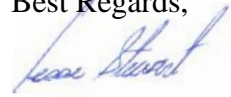
Given the shared focus on language and communication sciences, we anticipate significant opportunities for interdisciplinary collaboration. Faculty from both programs could engage in joint research initiatives, exploring topics such as language development, speech perception, and communication disorders. 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
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916 Arts Building

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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



UNIVERSITY OF SASKATCHEWAN

College of Nursing

NURSING.USASK.CA

College of Nursing

SLP Proposal Page 182 of 202

University of Saskatchewan Health Science Building -

1A10, Box 6 107 Wiggins Road Saskatoon, SK S7N 5E5

Telephone: (306) 966-6221 Facsimile: (306) 966-6621

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,

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.

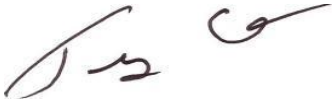
Having these training programs within our province is crucial. It increases the likelihood that trainees will remain in Saskatchewan, which is vital to meet the needs of children and families across the province, particularly in our northern and other rural and remote communities where we currently see 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 dark 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,

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						
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					
	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Comments
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 contuning 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, if known						
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, if known						
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, if not using centralized services						
Curriculum Development, if not using centralized services	\$ 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 a 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	

<i>Estimated total annual (ongoing) cost</i>	<i>\$60,740 CDN</i>
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One-time costs

Monographs – to bring collection up to par	\$5000 CDN
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<i>Estimated total one-time cost</i>	<i>\$5000 CDN</i>
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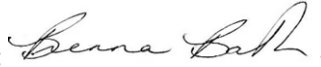
Date: October 10, 2024

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



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 Occupational Therapy**

MOTIONS: *It is recommended by the Academic Programs Committee that Council approve the Master of Occupational Therapy program effective May 2026.*

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies is proposing a Master of Occupational Therapy program, offered through the School of Rehabilitation Science. This program addresses the urgent need to train Occupational Therapy 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 Occupational Therapy 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 Occupational Therapy

Occupational Therapy Program Proposal

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MEMORANDUM

To: Academic Programs Committee of Council

From: Graduate Programs Committee, CGPS

Date: February 26, 2025

Re: Master of Occupational Therapy

The College of Graduate and Postdoctoral Studies is recommending approval of a Master of Occupational Therapy (MOT) 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 Occupational Therapy 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 Occupational Therapy 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 MOT is being developed concurrently with the Master of Speech-Language Pathology program and will be harmonized with the existing Master of Physical Therapy program in SRS. This harmonization includes higher than minimum English Language Proficiency requirements for admission and a residency requirement, which will require applicants to have established residency in the Saskatchewan, the Yukon, or the Northwest or Nunavut Territories. Curriculum for the MOT 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 MOT program will accept 40 students per year.

The Graduate Programs Committee reviewed the Master of Occupational Therapy 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 Occupational Therapy program, offered through the School of Rehabilitation Science, conditional on the minor revisions noted.
McIntyre/Amarualik-Yaremko – CARRIED unanimously

Attached please find the proposal for the Master of Occupational Therapy 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 Occupational Therapy

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 Occupational Therapy program – Approval Request

To the members of the Academic Programs Committee:

Thank you for reviewing our proposal for the Master of Occupational Therapy (MOT) 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 Occupational Therapy and Master of Speech-Language Pathology 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 the 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 MOT program development, extensive consultations have taken place with stakeholders across campus, in addition to members of the OT community and other post-secondary institutions offering similar programs.

There are currently no competing programs within the province of Saskatchewan. A total of fourteen occupational therapy programs are offered at post-secondary institutions throughout Canada.

The MOT 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 Occupational Therapy 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 Speech-Language Pathology program. Students across all three programs will benefit from high-impact and novel interprofessional learning opportunities with all three programs housed within the SRS.

The Master of Physical Therapy program has served as a model for the development of the MOT 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 MOT program faculty and staff in teaching, research, and administration.

The USask MOT 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 education standards developed by the Canadian Association of Occupational Therapists (CAOT), the Saskatchewan College of Occupational Therapists (SCOT) Code of Ethics 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 MOT program.

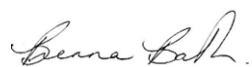
Program accreditation

The School of Rehabilitation Science has initiated the accreditation process for the Master of Occupational Therapy program. A full accreditation review including off- and onsite reviews must take place before graduation of the first student cohort.

The development of the Master of Occupational Therapy 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 OT 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 Occupational Therapy Program

Degree(s): Master of Occupational Therapy (MOT)

Field(s) of Study: Occupational Therapy

Level(s) of Concentration:

Option(s): Not Applicable (N/A)

Degree College: College of Graduate and Postdoctoral Studies

Contact person: Dr. Brenna Bath <brenna.bath@usask.ca> p: (306) 966-6573; Tami Turner <tami.turner@usask.ca> p: 306-966-2869; 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 Occupational Therapists. 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 Occupational Therapy 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 currently 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 Occupational Therapy program**; the Master of Speech-Language Pathology program is detailed in a separate proposal.

Accreditation standards for occupational therapy academic programs in Canada are established by the Canadian Association of Occupational Therapists (CAOT). The national academic accreditation standards for the education of Occupational Therapists (OTs) require a master's degree with content that fully addresses the Canadian Competencies for Occupational Therapists. This includes profession specific requirements of academic programming and a minimum of 1000 hours of diverse supervised clinical placement experience distributed throughout the program.¹ After completing the program, graduates must also pass the National Occupational Therapy Certification Exam (NOTCE) to meet regulatory requirements to practice as established by the Saskatchewan College of Occupational Therapists (SCOT).

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 and be registered to practice with the provincial regulatory organization.

With the launch of the Master of Occupational Therapy (MOT) and Master in Speech-Language Pathology (MSLP) programs alongside the Master of Physical Therapy (MPT) program, the School of Rehabilitation Science will set a national precedent for program alignment and integration. The decision to name the degree "MOT" rather than "MSc OT" reflects this harmonization, emphasizing the program's focus on clinical and practical training. This naming approach also promotes equity among the programs, aligning with the MPT and MSLP degrees while distinguishing it from thesis-based MSc programs in related fields.

1. Academic Justification

a. What is Occupational Therapy?

Occupational therapists (OTs) are highly educated health-care professionals who use research, and both culturally relevant and collaborative relationship-based practices, to support individuals to participate in occupations (activities) they want and/or need to do.

The profession of occupational therapy takes a broad view of 'occupations' where: "occupations refer to the everyday activities that people do as individuals, in families and with communities to occupy time and bring meaning and purpose to life."² Occupations, as

¹ Canadian Association of Occupational Therapists Academic Accreditation Standards and Self-Study Guide (2022).

² World Federation of Occupational Therapists. WFOT; 2024 [cited 2024 Dec 10]. About Occupational Therapy. Available from: <https://wfot.org/about/about-occupational-therapy>

defined here, may include playing an instrument, going hunting, taking a walk in nature, attending a community event or completing daily hygiene routines. Participating in occupations that are valued and meaningful to the individual or community contributes to positive health outcomes and well-being for an individual; therefore, occupational therapy focuses on assessment, consultation, and individually targeted interventions to improve, restore, or sustain occupational participation.

Occupational Therapists graduate as generalists, making them versatile professionals. They provide services to individuals of all ages, from pediatrics to older adults, as well as to communities and systems. Their work spans a wide range of public and private settings, including:



Home and community: primary health care clinics, community health centres, Indigenous communities, non-profit organizations, people's homes, drug and alcohol services, vocational programs, operational stress injury clinics, and worker's compensation boards.



Institutions: hospitals, intermediate and special care home facilities, rehabilitation centres, outpatient clinics, mental health centres, correctional facilities, recreation centres, schools, universities, colleges, and research centres.



Industry, business, and government: corporations, rehabilitation companies, insurance companies, private practices and clinics, government, and architectural firms.

The unique training that OTs receive make them integral members of care teams as they utilize a holistic view of a person's ability to participate in daily occupations. OTs are trained to consider not only the medical and physical limitations of a disability or injury, but to consider the psychosocial, emotional, spiritual and environmental factors that affect the functioning of the whole person, their health and their wellness.

For example, an occupational therapist assisting a client recovering from a stroke would address multiple aspects of recovery. They would support physical recovery by teaching the client how to dress with a weakened arm, aid cognitive recovery through memory exercises and strategies, and enhance mental well-being with counseling and coaching to cope with the loss of previous activities. Additionally, they would help strengthen relationships by connecting the client to community resources and peer supports, and address barriers to resuming meaningful activities by providing adaptive equipment, such as a wheelchair for attending community events. This comprehensive approach helps clients build agency and resilience, promoting overall health and well-being.

OTs also play an important role at community and system levels such as: advising various levels of government on policy, health promotion, social justice and equity, the impacts of colonization and systemic racism, disability prevention and management, accessibility, and vocational/health planning. In addition, Occupational Therapists are a critical professional resource to support provincial system priorities by: improving efficient health system flow, timely access to care, contributing to and improving care in long-term care homes, transitioning of services from hospital to community, supporting aging at home, provision of

mental health and substance use services, provision of services in rural and remote areas of the province, preventing/reducing emergency department visits and hospitalization, and acting on situations and systems of inequity and oppression.

For more information on what services OTs provide and the impact the services and research of the profession have on communities and systems see APPENDIX A: The Occupational Therapy Profession.

b. The value of an Occupational Therapy Academic Program

The proposed Master of Occupational Therapy (MOT) will be the first and only Occupational Therapy professional program in Saskatchewan. The MOT 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 occupational therapy academic programs include graduates from kinesiology, sociology, psychology, arts and sciences, social sciences and other humanities programs. Having the USask MOT program will allow for collaborations with existing academic programs, enhancing learning opportunities, resources, and research, particularly within the SRS.

Currently, an interprovincial agreement with the University of Alberta allocates 25 seats annually for Saskatchewan students. However, a USask based program would provide a more stable and reliable source of OT graduates who are more likely to stay and practice within the province. This program will support the training and potential retention of graduates, reducing financial burdens on students who currently must study out of the province to pursue this career path.

Establishing a Master of Occupational Therapy program in Saskatchewan aligns with the 2022 [Health Human Resources Action Plan](#), aiming to expand training for professions where no current educational pathway exists within the province. Saskatchewan has the second lowest number of OTs per capita in Canada, with only **28.1 OTs per 100,000** population compared with 41.7 in Alberta and 44.3 in Manitoba.³ This program will help alleviate the critical shortage of occupational therapists, who are essential for addressing healthcare demands and improving access to care, especially in rural and remote areas.

Establishing the MOT program within the School of Rehabilitation Science (SRS), which has an existing Master of Physical Therapy (MPT) program and proposed Master in Speech-Language Pathology program, will create opportunities for high-impact interprofessional learning with other health professional programs and beyond. Evidence shows that interdisciplinary teams improve client outcomes when members understand each other's roles, trust, communicate, and collaborate.⁴ Occupational therapists are key members of interdisciplinary teams,

³ Canadian Institute for Health Information. [Occupational therapists](#) (2022). Accessed December 10, 2024.

⁴ Donnelly C, Brenchley C, Crawford C, Letts L. The integration of occupational therapy into primary care: a multiple case study design. BMC Fam Pract. 2013 May 16;14(1):60.

working with other professionals, such as: physical therapists, speech-language pathologists, nurses, physicians, exercise therapists, educators, dietitians, therapy assistants, pharmacists, psychologists, psychiatrists, and social workers. Interprofessional education will be a crucial part of the curriculum and clinical training in this program, preparing students for effective teamwork and professional relationships. 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 MOT program will actively work towards reconciliation as per the Truth and Reconciliation Commission's Call to Action #23⁵ by providing a graduate level opportunity to increase the number of Indigenous professionals in healthcare and ensuring that all MOT graduates are provided with cultural competency training. The MOT program will support the *Occupational Therapy Statement of Commitment to Indigenous Peoples in Canada* by ensuring graduates are prepared to provide culturally relevant evidenced-based occupational therapy services for Indigenous persons and their communities.⁶

The MOT 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 OT graduates who are likely to stay in the province, the program will increase capacity to meet both current and future demands from our healthcare system. This will ensure equitable access to care and improve health outcomes for individuals and communities throughout Saskatchewan.

c. Strategic Objectives

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

The MOT program proposal was developed to align with SRS [principles and values](#), including a commitment to advancing diversity, equity, and inclusion, and a commitment to communities. The program will contribute to the achievement of the SRS [strategic priorities](#) in many ways, including:

⁵ 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.

⁶ Occupational Therapy Statement of Commitment to Indigenous Peoples in Canada, September 2023.

- **Community-Centered Health and Wellness:** The MOT program will prepare graduates who are responsive to the specific needs of Saskatchewan individuals and communities, facilitating them to engage in the occupations that matter to them. This supports the SRS goal of enhancing the quality of life and well-being for diverse communities in our province.
- **Inclusive, Collaborative Learning Environments:** Through thoughtfully developed interprofessional education opportunities and hands-on learning experiences, the program will allow students to develop the collaborative relationship focused-care skills necessary to serve Saskatchewan individuals and communities alongside their future colleagues. This aligns with the SRS commitment to fostering a supportive and inclusive learning environment that value teamwork and respect for diverse perspectives.

The MOT 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 MOT 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 MOT program will contribute to the College's objective of producing healthcare providers equipped to address provincial health challenges.
- **Social Accountability and Inclusivity:** The MOT program will prioritize recruiting students from diverse backgrounds, including Indigenous learners. 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 MOT 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 MOT program creates an opportunity for interdisciplinary research partnerships within the College of Medicine, across the campus and with community partners.

The University Plan 2025 will be woven throughout the MOT Program, as we work to advance the University's commitments:

- **Courageous Curiosity:** The MOT program will promote evidence-based practice and interdisciplinary research, encouraging students to engage in innovative solutions to complex system challenges. By nurturing critical thinking and a systematic approach

to problem solving, the program supports the university's commitment to fostering a culture of curiosity and innovation across disciplines.

- **Boundless Collaboration:** The program will strengthen partnerships with those in the social services, justice and correctional services, school systems and educational services, healthcare providers, Indigenous communities, and community organizations. This commitment to interprofessional education and collaboration aligns with the university's goal of building strong, diverse community connections and establishing collaborative learning environments for students.
- **Inspire Communities:** Graduates of the MOT program will improve health and quality of life for Saskatchewan residents, especially those facing barriers to participation in everyday occupations. By focusing on community-centered care, the program aligns with the university's mission to inspire communities and foster social, mental and physical well-being across the province.

d. Target student demographic

The goal of the Master of Occupational Therapy (MOT) 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).

A specific goal of the MOT program is to respond to the Truth and Reconciliation Commission's Calls to Action and the Occupational Therapy statement of commitment to Indigenous Peoples in Canada.⁷ By investing in recruiting and retaining Indigenous learners, we hope to increase the number of Indigenous OTs in the province.⁸ 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 fourteen accredited Occupational Therapy academic programs in Canada (five in Ontario, five in Quebec, one each in Nova Scotia, Manitoba, Alberta, and British

⁷ Canadian Association of Occupational Therapists Commitment Statement to Indigenous peoples, 2018.

⁸ Occupational Therapy Statement of Commitment to Indigenous Peoples in Canada, September 2023.

Columbia). The most comparable program is in Manitoba with a student cohort of 50 per year currently expanding to 55.

Despite other occupational therapy programs existing in Canada the occupational group of OTs is expected to face labour shortage conditions over the period of 2022-2031 at the national level with new job openings (arising from expansion and replacement demand) expected to total **9,100** while **7,600** new job seekers are expected to be available to fill them.⁹ This shortfall of trained professionals demonstrates the value of, and need for, the proposed graduate USask Master of Occupational Therapy (MOT) program and the potential for its future graduates to help meet the current and projected demand for occupational therapists in Saskatchewan and nationally.

The Occupational Therapy program at USask will be unique from other programs in Canada in the following ways:

Newest Occupational Therapy Program in Canada

Being the newest occupational therapy academic program in Canada, this program will be the first to develop an entirely new program using the recently released Canadian Association of Occupational Therapists' [*Competencies for Occupational Therapists in Canada*](#).

Engagement with the Clinical Community

The MOT program at USask will be tailored to our provincial context through continued engagement with the clinical community during development and as the program is implemented.

Comprehensive and Inclusive Curriculum

The USask MOT program will offer a comprehensive and inclusive curriculum rooted in evidence-based practice and occupational science. 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 occupational therapy practice.

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

⁹ Statistics Canada Canadian Occupational Projection System, 2024, Retrieved December 10, 2024.

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, communities and other organizations, grounded in Indigenous perspectives.

Integrating the MOT program within the SRS is an opportunity to strategically harmonize healthcare professional programming unlike any existing program in Canada. The Master of Physical Therapy (MPT) program will serve as a model for developing the MOT 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 MOT 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 Occupational Therapy (MOT) 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 OT academic programs were utilized to develop the following admissions criteria for the proposed MOT program.

a. Occupational Therapy Program Admission Requirements

Residency Requirements

Applicants to the Master of Occupational Therapy program must satisfy the following residency qualifications:

- Applicants applying for a seat designated for an Indigenous student must be Canadian citizens (see Admission Selection Criteria for details on verification process).
- 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

- 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. Please note that these requirements are higher than the minimum required by the College of Graduate and Postdoctoral Studies and in alignment with the Master of Physical Therapy program requirements. Acceptable test scores are as follows:
 - TOEFL: a minimum of 22 out of 30 in each component with a combined minimum total score of 100
 - IELTS: a minimum score of 7.5 out of 9 in each area and overall
- 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 (e.g.: [CPPS 310.3](#), [CPPS 221.3](#), [PSY 242.3](#), [PSY 246.3](#), or equivalent)

- Behavioral Science – 3 credit units (any course at any level from an accredited post-secondary institution in [Psychology or Sociology](#))
- 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 social science, neuroscience, research design, physiology, anatomy, neuroanatomy, or women's 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).

b. Admission Selection Criteria

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

- University Academic Average: 60%
- Situational Judgment Test: (CASPer®): 32%
- Personal Submission Responses/Statement of Interest: 8%

The Master of Occupational Therapy (MOT) 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. Admission Categories and Models

There will be two categories of admissions for the SRS: general pool admissions and up to eight seats that are designated for Indigenous student admissions¹⁰. 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.

e. Application Processes and Timelines

The Master of Occupational Therapy (MOT) 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 Occupational Therapy 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 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 will 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/>

¹⁰ Indigenous students are first considered in the general pool of applicants and if not chosen there, will be moved to the pool of admissions designated for Indigenous applicants

f. Marketing and Promotion of New Program

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

g. Admissions Appeals 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 condensed 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 SRS and CGPS on a case-by-case basis after admissions have been completed in accordance with the [CGPS policy](#).

3. Description of the Program

The national academic accreditation standards for curriculum of occupational therapy programs require a master's degree with content that fully addresses the Canadian Competencies for Occupational Therapists¹¹. Like other Canadian programs, the USask Master of Occupational Therapy (MOT) program will include profession specific requirements of academic programming and a minimum of 1000 hours of diverse supervised clinical placement experience distributed throughout the program¹².

The USask MOT program 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 to support graduates to provide equitable culturally relevant practice upon completion of the program.¹³

The following section describes the curricular structure of the proposed 27-month Master of Occupational Therapy degree. The MOT curriculum as presented here will be progressively elaborated as core faculty are recruited to further develop the proposed courses and as approval proceeds. An MOT curriculum sub-committee (within the SRS's existing Executive Curriculum Committee) will be formed to more fully determine course requirements and syllabi. The following documents were used to support curriculum design:

- [Saskatchewan College of Occupational Therapists \(SCOT\) Code of Ethics](#)

¹¹ ACOTRO, ACOTUP, & CAOT. (2021). Competencies for Occupational Therapists in Canada

¹³ Canadian Association of Occupational Therapists Academic Accreditation Standards and Self-Study Guide (2022).

- The [Competencies for Occupational Therapists in Canada](#), 2021
- The [Canadian Association of Occupational Therapists Academic Accreditation Standards](#), 2022
- [Canadian Guidelines for Fieldwork Education in Occupational Therapy](#), 2024
- [Minimum Standards for the Education of Occupational Therapists](#), World Federation of Occupational Therapists, 2016
- [Truth and Reconciliation Commission of Canada Calls to Action](#), 2015

The two-year Master of Occupational Therapy program offers a comprehensive educational experience, combining foundational knowledge, theoretical frameworks, clinical skills, and evidence informed practices. 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-level clinicians:

Year/Module	Term	Course	Course Descriptions	Competency Narrative
YEAR 1 Module 1	Fall	OTH 811.17 – Foundations of Occupational Therapy Practice 1	This course provides a comprehensive introduction to the foundational elements of occupational therapy (OT) practice, integrating anatomical knowledge, theoretical frameworks, evidence-based practice and occupational therapy practices. Students will engage with fundamental concepts of occupational assessment and intervention strategies, grounded in relevant theoretical frameworks and evidence-based practice. Students will explore the significance of occupations in human health and well-being and develop the emerging skills necessary for effective, ethical, and inclusive practice.	The courses in Module 1 (M1) lay the foundational knowledge and skills necessary for occupational therapy practice. Students are introduced to the core concepts of occupational therapy, including theoretical frameworks, evidence-based practice, and the significance of occupations in human health. Students can

Year/Module	Term	Course	Course Descriptions	Competency Narrative
YEAR 1 Module 1	Fall	OTH 801.6 – Context in Occupation 1	The course is designed to provide students with a comprehensive understanding of the complex interplay between health determinants, occupation, and occupational identity. This course emphasizes the importance of culturally relevant practice, ethical frameworks, and structural inequalities that shape the occupational experiences of diverse populations. Students will explore personal values and professional growth, preparing them for effective practice in occupational therapy.	apply basic theoretical knowledge and introductory practical skills learning in M1 as they participate in their first clinical placement.
YEAR 1 Module 1	Fall	OTH 901.1 – Clinical Placement 1	This course introduces students to clinical education in Occupational Therapy. Students will gain exposure to the profession by observing professional OTs in a practice setting. This helps students establish a foundational understanding of occupational therapy (OT) practice, which they can expand upon during classroom and lab learning, ultimately preparing them for future clinical placements.	
YEAR 1 Module 2	Winter	OTH 812.17 – Foundations of Occupational Therapy Practice 2	This course builds upon concepts that were introduced in Foundations of Occupational Therapy Practice 1. Students will explore how conditions, context, and anatomical changes impact capabilities, enhancing their ability to effectively choose relevant assessments and to design interventions that promote occupational participation within an inclusive practice.	Building on the foundational knowledge from M1, Module 2 (M2) focuses on the impact of conditions, context, and anatomical changes on occupational participation. Students deepen their understanding of health determinants and their influence on diverse populations. This module prepares students for

Year/Module	Term	Course	Course Descriptions	Competency Narrative
YEAR 1 Module 2	Winter	OTH 802.6 – Context in Occupation 2	Students will explore the determinants of health and analyze their influence on diverse populations and impact on occupational participation and well-being. Students will engage in critical analysis of occupation and occupational therapy practices to develop an understanding of occupational therapy's role in supporting individuals across varied environments and contexts, aiming to maximize participation in meaningful occupations and promote health equity.	more advanced assessments and interventions, setting the stage for their second clinical placement.
YEAR 1 M Module 3	Spring	OTH 902.5 – Clinical Placement 2	Students will gain practical learning experience in approved facilities and community agencies to apply and integrate the core knowledge and skills of occupational therapy. At this early stage, students further develop foundational knowledge in OT by observing and practicing introductory clinical skills with professional OTs in a practice context.	In Module 3 (M3), students engage in their second clinical placement. This is an introductory clinical experience that emphasizes practical application of the knowledge and skills acquired in the previous modules. Through this early clinical placement students practice and receive feedback on introductory clinical skills in a practice context.

Year/Module	Term	Course	Course Descriptions	Competency Narrative
YEAR 1 Module 4	Spring	OTH 911.10 – Introduction to Occupational Therapy Clinical Practice	This course provides first-year occupational therapy students with a comprehensive understanding of human development, aging, and mental health. Students will learn about the developmental pathways from infancy through adolescence, the changes across body systems during aging, and fundamental mental health concepts. Emphasis will be placed on understanding the interplay between physical, cognitive, emotional, spiritual, and physiological changes on occupational performance.	In Module 4 (M4), students gain a foundational understanding of human development, aging, and mental health, focusing on how these factors influence occupational performance. They learn to establish trusted professional relationships, use occupational analysis, assess occupational participation, and develop plans to facilitate it. The course emphasizes equity in practice, anti-oppressive behavior, and culturally safer relationships. Students integrate clinical placement experiences with theoretical understanding, fostering critical reflection and identifying research areas for capstone projects. This approach prepares them for effective and inclusive occupational therapy practice, ensuring they can address diverse client needs while contributing to the profession and demonstrating leadership.
YEAR 1 Module 4	Spring	OTH 803.3 – Context in Occupation 3	This course is designed to help students integrate their clinical placement experiences with theoretical understanding, fostering critical reflection on their professional practices. Students will explore advanced topics in context and occupation to identify potential areas for research in their capstone projects.	

Year/Module	Term	Course	Course Descriptions	Competency Narrative
YEAR 1 Module 5	Summer	OTH 814.3 – Bridging Clinical Foundations	The purpose of this course is to bridge the gap between foundational knowledge and clinical application for first-year occupational therapy students. Through independent learning and guided activities, students will consolidate their understanding of core concepts, enhancing their readiness for clinical practice.	The courses in Module 5 (M5) bridge the gap between foundational knowledge and clinical application. Students consolidate their understanding of core concepts through independent learning and guided activities, enhancing their readiness for clinical practice. This module prepares students for advanced clinical placements by reinforcing their competencies in occupational analysis, client communication, and professional collaboration.
YEAR 2 Module 6	Fall	OTH 912.9 – Advance OT clinical Practice: Children, Adolescents and Youth	The purpose of this course is to advance the clinical practice and theoretical knowledge of occupational therapy students when working with children, adolescents, and youth. Students will build on foundational concepts to develop clinical skills for addressing developmental, mental health, cognitive, spiritual, physical, and psychosocial challenges in these age groups. Emphasis will be placed on evidence-based practices, assessment, therapeutic techniques, and interdisciplinary collaboration.	Module 6 (M6) advances students' clinical skills and theoretical knowledge, particularly in working with children, adolescents, and youth. The courses focus on evidence-based practices, assessment techniques, and interdisciplinary collaboration. This module prepares students for clinical placements involving younger populations, ensuring they can

Year/Module	Term	Course	Course Descriptions	Competency Narrative
YEAR 2 Module 6	Fall	OTH 913.9 – Advance OT Clinical Practice: Adults and Older Adults	The purpose of this course is to enhance second-year occupational therapy students' clinical skills and knowledge in working with adults, older adults, and individuals with neurological challenges. This course is built upon the foundational knowledge acquired during their first year and aims to prepare students to apply effective and inclusive practices in diverse settings.	<p>address developmental, mental health, and psychosocial challenges effectively.</p> <p>In M6, students enhance their skills in working with adults, older adults, and individuals with neurological challenges. The courses build on foundational knowledge and prepare students for diverse clinical settings. This module emphasizes advanced assessment and intervention techniques, promoting inclusive practices and preparing students for autonomous roles in their clinical placements.</p>
YEAR 2 Module 6	Fall	OTH 914.9 – Advance OT Clinical Practice in Mental Health	The purpose of this course is to provide second-year occupational therapy students with advanced skills and knowledge to effectively support individuals facing mental health challenges. The course builds upon foundational concepts of mental health covered in the first year to develop advanced assessment and intervention techniques using inclusive practices in various settings.	
YEAR 2 Module 6	Fall	OTH 804.3 – Context in Occupation 4	This course is designed to deepen students' understanding of equity and justice within occupational therapy, with a focus on preparing for extended clinical placements. Students will explore the principles of equity and justice as they relate to occupational participation and health outcomes ensuring students are equipped to navigate diverse clinical environments promoting inclusive practices.	

Year/Module	Term	Course	Course Descriptions	Competency Narrative
YEAR 2 Module 7	Winter	OTH 903.6 – Clinical Placement 3	Students will gain practical experience in approved facilities and community agencies to apply and integrate knowledge and skills of occupational therapy (OT). Following in-class preparation in communication, culturally relevant practices, and OT assessment, students are expected to be active participants, conducting assessments, applying emerging concepts of clinical reasoning, and building therapeutic relationships with a more complex caseload relevant to the content from previous courses.	In Module 7 (M7), students participate in their third and fourth clinical placements, applying and integrating advanced knowledge and skills in diverse clinical settings. These clinical placements provide opportunities for students to develop competency in complex OT interventions, clinical reasoning, and decision-making. These placements prepare students for full caseload management and strengthens their competencies critical to OT functions, ensuring they are ready for entry-to-practice roles.
YEAR 2 Module 7	Winter	OTH 904.6 – Clinical Placement 4	Students will gain practical experience in approved facilities and community agencies to apply and integrate their knowledge and skills of occupational therapy (OT). This clinical placement focuses on complex OT interventions, enhancing clinical reasoning and decision-making. It prepares students for more autonomous roles and strengthens competencies critical to OT functions. This course is designed to provide diverse experiences and advanced clinical skills with a more complex caseload relevant to the content from previous courses.	
YEAR 2 Module 8	Spring/Summer	OTH 915.9 - Capstone Project	This course consolidates students' understanding and application of evidence-informed practice in occupational therapy, culminating in a comprehensive capstone project. This course aims to prepare students for professional practice by enhancing their skills in research, critical thinking, and project management while fostering professional citizenship and engagement with the occupational therapy field.	Module 8 (M8) enhances student skills in research, critical thinking, and project management, fostering professional citizenship and engagement with the OT field and provides students the opportunity to consolidate their understanding and

Year/Module	Term	Course	Course Descriptions	Competency Narrative
YEAR 2 Module 8	Spring/Summer	OTH 805.9 – Context in Occupation 5	This course focuses on consolidation of the students' professional development by forming a robust occupational identity as they transition to entry-level occupational therapists. This course equips students with the knowledge and skills needed to integrate innovative practices into their occupational therapy practice while emphasizing leadership, advocacy, and lifelong learning.	application in a capstone project. It prepares students for professional practice by emphasizing leadership, advocacy, and lifelong learning.
YEAR 3 Module 9	Fall	OTH 905.6 – Clinical Placement 5	Students will gain practical experience in approved facilities and community agencies to apply and integrate foundational knowledge and skills of occupational therapy. Focused on diverse cases, this placement fosters independent case management and interprofessional teamwork, solidifying professional identity as students provide therapeutic processes to a more complex caseload.	In Module (M9), students engage in their final clinical placements, focusing on independent case management and interprofessional teamwork. The clinical placements foster interprofessional teamwork and solidify students' professional identity. This module prepares students for entry-to-practice roles by ensuring they can manage complex caseloads and apply their competencies effectively in various clinical settings.
YEAR 3 Module 9	Fall	OTH 906.6 - Clinical Placement 6	Students will gain practical experience in approved facilities and community agencies to apply and integrate advanced knowledge and skills of occupational therapy. 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.	

Year/Module	Term	Course	Course Descriptions	Competency Narrative
Continuous Enrollment		OTH 990.0	This course supports independent and guided learning experiences to support professional development and growth, based on the Competencies for Occupational Therapists in Canada.	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.

Year One: Focuses on transitioning foundational knowledge to applicable clinical skills. Core elements include the importance of occupations in health, anatomical principles and the impact of conditions and on capabilities, assessment and intervention planning, clinical decision making, and the influence of health determinants on occupational identity.

Year Two: Focuses on advanced practice and clinical consolidation to support students' evolution to entry-level Occupational Therapists. In year two, students continue to advance the knowledge and skills learned in year one, including critical inquiry, professional development and effective practice in complex and diverse settings. Courses emphasize culturally relevant practice, ethical frameworks, and social determinants of health. Students engage in a capstone project focusing on research, scholarship and innovation in occupational therapy.

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 Occupational Therapists ([Appendix C](#)), and draft course creation forms ([Appendix D](#)).

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

The proposed Master of Occupational Therapy (MOT) program has been designed in accordance with provincial, national and international standards to prepare learners to be competent, compassionate, and socially responsible health professionals. USask MOT graduates will have the capacity to critically appraise evidence and actively engage in research and scholarship, enabling them to contribute to innovative practice, improve existing community and systems processes and programs, and make a unique contribution to Saskatchewan and beyond.

Program Learning Objectives

The following table lists the required competencies outlined by the Canadian Association of Occupational Therapists' Academic Accreditation Standards. USask's MOT program will be the first Occupational Therapy program in Canada that has been developed "from the ground up" using these competencies. The competencies are clearly and intentionally reflected throughout the program, as is required to meet accreditation standards and for graduates to be eligible to write the national entry to practice exam.

Table 1. Canadian Competences for Occupational Therapists (2021)

A. Occupational Therapy Expertise: The unique expertise of occupational therapists is to analyze what people do and what they want or need to do and help them to do it. Occupational therapists co-create approaches with their clients. They are mindful of people's rights, needs, preferences, values, abilities, and environments. They work with clients to support their health and well-being.
A1. Establish trusted professional relationships with clients
A2. Use occupational analysis throughout practice
A3. Determine client's needs and goals for occupational therapy services
A4. Assess occupational participation
A5. Develop plans with clients to facilitate occupational participation
A6. Implement the occupational therapy plan
A7. Manage the assignment of services to assistants and others

B. Communication and Collaboration: Occupational therapy practice relates to people. Occupational therapists build respectful relationships with clients, team members, and others involved in the systems in which they work

B1. Communicate in a respectful and effective manner

B2. Maintain professional documentation

B3. Collaborate with clients, other professionals, and stakeholders

C. Culture, Equity, and Justice: Occupational therapists acknowledge and respond to the history, cultures, and social structures that influence health and occupation. They recognize the social, structural, political, and ecological determinants of health. Competent occupational therapists are conscious of personal identity and privilege. They keep building their understanding of human diversity. They create culturally safer relationships and anti-racist, ethical spaces. They act on situations and systems of inequity and oppression within their spheres of influence.

C1. Promote equity in practice

C2. Promote anti-oppressive behaviour and culturally safer, inclusive relationships

C3. Contribute to equitable access to occupational participation and occupational therapy

D. Excellence in Practice: Occupational therapists take responsibility for their own continuing competence. They strive for excellence in the quality of their practice. They are aware of and manage influences on their practice. They show a commitment to ongoing reflection and learning.

D1. Engage in ongoing learning and professional development

D2. Improve practice through self-assessment and reflection

D3. Monitor developments in practice

E. Professional Responsibility: Occupational therapists are responsible for safe, ethical, and effective practice. They maintain high standards of professionalism and work in the best interests of clients and society.

E1. Meet legislative and regulatory requirements

E2. Demonstrate a commitment to minimizing risk

F. Engagement with the Profession: Occupational therapists sustain the profession and its contribution to health and social systems. They remain current, respond to change, help to develop others, and contribute to practice based on evidence and research. They show leadership in all practice contexts and career stages.

F1. Contribute to the learning of occupational therapists and others
F2. Show leadership in the workplace
F3. Contribute to the development of occupational therapy
F4. Show leadership in the profession throughout the career

The proposed MOT program is designed to scaffold student learning, enriched with experiential and interprofessional learning opportunities throughout. Student knowledge and skills will be developed progressively through the program, so that each graduate leaves the program as competent entry level clinicians within the OT profession. MOT graduates will be well-rounded professionals who are (corresponding competencies are listed in brackets below):

- **Socially accountable practitioners:**

- Demonstrate skills to advocate for health equity, social justice and inclusion that sustain occupational participation.
(Culture, Equity and Justice, Communication and Collaboration, Engagement with the Profession)
- Apply critically reflective professional reasoning and decision making when planning and implementing assessments and interventions at an individual, community and system level.
(Occupational Therapy Expertise, Culture Equity and Justice, Excellence in Practice)

- **Professionally responsible practitioners:**

- Utilize evidenced-informed, occupation-focused processes for assessment, intervention and evaluation of outcomes.
(Occupational Therapy Expertise, Engagement in the Profession)
- Apply culturally relevant, equitable, diverse and inclusive services promoting occupational participation in various health and social care contexts and workplace settings.
(Culture Equity and Justice, Occupational Therapy Expertise)

- **Life-long learners:**

- Engage in continuous quality improvement and development of self: as an occupational therapist, occupational therapy practice, and the profession through curiosity, critical reflection, and engagement in life-long learning.
(Excellence in Practice, Engagement with the Profession)

- **Scholarly practitioners and emerging leaders:**

- Utilize research and business or project management principles and methods through planning, conducting, evaluating and disseminating research to contribute to innovative practices relevant to occupational therapy and occupational science.
(*Engagement with the Profession, Professional Responsibility*)

- **Competent practice managers:**

- Able to prioritize, manage time, and effectively use resources to support effective, sustainable and efficient occupation-based practices.
(*Excellence in Practice, Professional Responsibility*)

- **Collaborative practitioners and effective communicators:**

- Develop collaborative therapeutic and professional relationships, demonstrating skills in shared decision-making approaches, mutual understanding, open-mindedness and humility. Demonstrate effective interactions with clients, team members and others about occupations, occupational performance; able to raise awareness of diversity.
(*Culture Equity and Justice, Communication and Collaboration*)

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

The proposed Master of Occupational Therapy (MOT) program is thoughtfully designed to provide students with a high-quality learning experience that equips them to meet national and international standards for competent, compassionate, and ethical practice as Occupational Therapists. The program aims to cultivate socially responsible health professionals who are capable of critically appraising structures and systemic inequities that impact individuals and communities. Graduates will be prepared to apply research and provide evidence-based clinical practice, contributing uniquely to the health and well-being of the people of Saskatchewan and beyond.

The MOT 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. The program's modes of delivery will include instruction through knowledge sharing and active learning experiences integrated with academic content to provide a balance of foundational knowledge and hands-on application.

The MOT program's instructional design will scaffold learning to ensure that students progressively build their competencies across the curriculum. Each course will integrate experiential learning opportunities that align strategically with academic content, enabling learners to synthesize theoretical knowledge with hands-on practice. Research and

scholarship will also be incorporated, as required by CAOT accreditation standards, allowing learners to apply evidence-based approaches to clinical practice.

Experiential Learning

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

Examples in the MOT program could include:

- Land-based learning activities that connect learners with Indigenous perspectives on health and well-being, deepening their understanding of cultural safety and holistic care.
- Clinical placements in diverse practice settings that offer supervised opportunities to work directly with clients, ensuring learners develop adaptability and competence across various practice environments; and
- Simulation-based learning that can provide a controlled and supportive environment for practicing clinical decision-making and therapeutic interventions, building learner confidence and readiness for real-world practice.
- Clinical skills practice with individuals who have lived experience. These interactions will help students refine their communication, assessment, and intervention skills while fostering empathy, cultural humility, and a deeper understanding of culturally relevant care.

Transformative Learning

Transformative learning prompts students to “examine critically their beliefs, values, and knowledge with the goal of developing a reflective knowledge base, an appreciation for multiple perspectives, and a sense of critical consciousness and agency.”¹⁴

Examples in the MOT program could include:

- Engagement in small-group discussions reviewing specific case studies, problem-based learning (PBL) to encourage critical thinking and collaborative problem-solving, interprofessional learning opportunities, working alongside students from other health professional programs to develop the teamwork and communication skills essential to contemporary healthcare practice.

¹⁴ Khedkar PD, Nair P. Transformative pedagogy: A paradigm shift in higher education. In Proceedings of Third International Conference on Multidisciplinary Research & Practice 2016 Dec 16 (pp. 332-337).

- Structured self-reflection using an e-portfolio will further promote personal and professional development by encouraging learners to continuously evaluate and refine their skills through guided reflection on their experiences.
- Collaborative activities, including peer-to-peer learning and mentorship opportunities, will further enrich the learning process by reinforcing shared knowledge and support networks.

Universal Design for Learning (UDL)

Universal Design for Learning (UDL) focuses on creating educational environments and materials that are accessible to all students, regardless of their learning needs or styles. This aligns with the professional competencies and support that students have equitable opportunities to engage with the curriculum.

Examples of UDL in the MOT program could include:

- Varied instructional materials: using a mix of videos, podcasts, and interactive simulations to teach complex concepts.
- Collaborative and peer learning: to support students to learn from each other's perspectives and experiences
- Accessible learning environments such as strategic design on online learning platforms to ensure all students can participate fully.
- Use of technology by integrating assistive technology to support students with diverse needs.

c. Curriculum Mapping

Curriculum information can be found in the appendices, including a draft curriculum map, a draft competency map on how the courses reflect the Canadian Competencies for Occupational Therapists, a sample timetable ([Appendix C](#)), and draft course creation forms ([Appendix D](#)) all of which will be progressively elaborated as the proposal proceeds through the approval process.

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

As a professional program, the Master of Occupational Therapy (MOT) program will have many 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 integrated

throughout the program.

Skill	Curricular Example
Synthesis of Knowledge	Learners in the USask MOT program will synthesize knowledge in courses such as OTH 811 and OTH 812 (Foundations of Occupational Practice 1 and 2), where they integrate anatomical, psychological, and cultural competencies. These courses will encourage students to combine theoretical models with practical applications, fostering a holistic understanding of occupational therapy. Additionally, the Capstone Project (OTH 915) will require students to consolidate their learning from various courses and clinical placement experiences to address relevant clinical issues, demonstrating their ability to synthesize diverse knowledge areas.
Analysis of a Situation	The curriculum will emphasize the analysis of situations in courses such as OTH 902 and OTH 903 (Clinical Placements 2 and 3), where students will observe and participate in clinical settings. These placements will allow students to analyze client cases, considering medical, psychosocial, and environmental factors that affect occupational performance. The Context in Occupation series (OTH 801-OTH 805) will also provide opportunities for students to critically analyze how health determinants and structural inequalities impact occupational participation and outcomes.
Application of Knowledge and Skills	Students will apply their learned skills during clinical placements (OTH 902-OTH 906), where they will engage in hands-on practice under the supervision of experienced professionals. These placements will enable students to implement assessment and intervention strategies, communicate effectively with clients, and adapt their approaches based on real-world scenarios. The Advanced Clinical Practice courses (OTH 912-OTH 914) will further enhance their ability to apply skills in specialized areas such as pediatrics, mental health, and neurology.
Critical Thinking Skills	Critical thinking skills will be developed throughout the program, particularly in courses like OTH 811 and OTH 812, where students will be encouraged to question and evaluate theoretical models and evidence-based practices. The Capstone Project (OTH 915) will also play a crucial role in fostering critical thinking, as students critically appraise research, design and implement projects, and reflect on their findings. Additionally, the Context in Occupation courses (OTH 801-OTH 805) will challenge students to critically examine the impact of cultural, social, and structural factors on health and occupation.
Problem Solving Skills	Problem-solving skills will be honed through the curriculum's emphasis on real-world applications and interdisciplinary collaboration. During clinical placements (OTH 901-OTH 906), students will encounter diverse client cases that require innovative solutions and adaptive strategies. The Advanced Clinical Practice courses (OTH 912-OTH 914) will also focus on developing problem-solving abilities by presenting complex scenarios that require students to design and implement effective interventions. The holistic approach of the MOT program will ensure that students are well-equipped to address the multifaceted challenges they will face in their professional practice.

e. Breadth of the Program

Occupational Therapists work in diverse and ever-changing environments such as health care, social services, justice and school systems; they need to be accountable for their practice and demonstrate the effectiveness of their interventions in each of these settings. The Master of Occupational Therapy (MOT) program curriculum integrates foundational sciences, theory, development of a clinical skills including the therapeutic sense-of-self, practical experience, critical inquiry, and research to facilitate critical thinking, self-reflection, clinical decision-making, and relationship-focused care required for current practice in occupational therapy.

To accomplish this, the proposed MOT program incorporates a wide breadth and depth of curriculum components based on the following key elements:

Foundational knowledge requirements: Core clinical sciences such as anatomy, physiology, and human-development. Knowledge of the health-care system including medical interventions, pharmacology, as well as theoretical models, practices, and frameworks that guide occupational therapy such as equity, justice and care, and research methodology.

Clinical skills: Hands-on training in clinical skills in therapeutic processes specific to occupational therapy such as collecting background information, completing an in-depth assessment, interpreting the results, making a treatment plan with goals and recommendations, provision of therapeutic interventions, education/counselling, and completing relevant referrals or funding applications.

Advanced requirements: Integration of foundational knowledge and clinical skills courses in multifaceted situations will allow students to develop a comprehensive understanding of the complex interplay between health determinants, occupation, and occupational identity. They will understand the importance of cultural competence, utilizing ethical frameworks, and identifying structural inequalities in understanding the occupational experiences of individuals (pediatrics to older adult), communities, and systems.

Professional practice and professional identity formation: Students will review and develop their therapeutic sense-of-self and gain an understanding of the scope of the profession to form a strong occupational identity as they prepare to enter the workforce as entry-level occupational therapists.

Clinical placements: Students will be exposed early in the program to clinical experiences beginning in year one. In year two, learners will complete clinical placements in multiple practice settings across the province.

Interprofessional collaboration: Learners will participate in interprofessional educational opportunities, receive exposure to interdisciplinary teams on clinical placements and collaborate with clients, members of the community and other non-health care professionals. (i.e., learning alongside, and shadowing other SLP's, OT's, PT's and collaborating with other health and education professionals).

Research, evidence-based practice, and scholarship: Students will be equipped with the knowledge and skills needed to participate in research, for critical appraisal of current evidence-based practices, quality improvement and integrate innovative practices into their occupational therapy roles while emphasizing leadership, advocacy, professional citizenship and lifelong learning.

By incorporating these components, this comprehensive MOT program ensures that OT graduates possess the clinical skills, ethical foundations, inclusive practices, health and education systems knowledge, evidence-based mindset and professional attitudes necessary for successful and impactful careers as occupational therapists.

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 Occupational Therapy program (MOT) addresses these learning pursuits as outlined in the following table.

The pursuit of truth and understanding	The USask MOT curriculum aligns with the pursuit of truth and understanding by integrating rigorous academic coursework with practical fieldwork experiences. Occupational therapists (OTs) are trained to consider not only the medical and physical limitations of a disability or injury but also the psychosocial, emotional, spiritual, and environmental factors that affect a person's overall health and wellness. This holistic approach ensures that students develop a deep understanding of the multi-faceted nature of human health, promoting a lifelong commitment to learning and intellectual growth.
The pursuit of knowledges	The MOT curriculum emphasizes the acquisition and application of diverse knowledge, including anatomical, psychological, and cultural competencies. By incorporating courses on cultural equity, justice in healthcare, and Indigenous perspectives, the program broadens students' understanding of different knowledge systems and their relevance to occupational therapy. This comprehensive training prepares OTs to address complex health issues holistically, considering all aspects of a person's life, and enhances their ability to provide inclusive and effective care.
The pursuit of integrity and respect	Integrity and respect are foundational to the USask MOT curriculum, which instills ethical principles and professional conduct in students. Courses on ethical frameworks, professional development, and reflective practice encourage students to examine their values and biases, fostering a respectful and inclusive approach to client care. OTs play a crucial role in advising on policy, health promotion, and social justice, ensuring that graduates are prepared to uphold the highest standards of integrity and respect in their professional practice.
The pursuit of skills and practices	The curriculum is designed to equip students with the essential skills and practices needed for effective occupational therapy. Through a combination of theoretical instruction and hands-on clinical placements, students develop

	competencies in assessment, intervention, and client communication. The program's emphasis on evidence-based practice and continuous professional development ensures that students are well-prepared to adapt to evolving healthcare environments and deliver high-quality care, addressing both individual and community needs.
Individual and community pursuits	The USask MOT program supports both individual and community pursuits by fostering a sense of professional identity and community engagement. Students are encouraged to reflect on their personal and professional growth, participate in interdisciplinary collaborations, and engage with diverse communities. The curriculum's focus on leadership, advocacy, and community-based practice prepares students to contribute meaningfully to their communities and the broader field of occupational therapy. This approach aligns with the university's commitment to social responsibility and community well-being, ensuring that OTs can effectively support provincial system priorities and improve health outcomes for Saskatchewan residents.

g. Program Transferability

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

h. Program Success Criteria

Consistent with University policies and national accreditation standards, continuous improvement strategies will be implemented as we implement and evaluate the proposed Master of Occupational Therapy (MOT) program. Evaluation metrics may include:

- The MOT 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 MOT program; one year post graduation
- Employer satisfaction and experience with Usask MOT graduates (survey to clinical placement partners)
- Change in OT numbers per capita in Saskatchewan two-five years post-graduation of initial cohort

i. Accreditation Information

National university education standards are established by the Canadian Association of Occupational Therapists (CAOT) and compliance with these standards is evaluated by the Academic Credentialing Council (ACC) on a seven-year cycle of continuous quality improvement. Only graduates of accredited programs are eligible to write the national certification examination and register with provincial regulatory organizations. As a new program, the Master of Occupational Therapy (MOT) program at the University of Saskatchewan must fulfill specified academic standards throughout the implementation phase of the program: some standards are required prior to admission of students into the program, additional standards by the mid-point of the program, and compliance with accreditation requirements must be fulfilled prior to the graduation of the first cohort. The CAOT accreditation process includes a self-study, offsite and an onsite review and a continuous quality improvement plan using the CAOT academic accreditation standards.

Once programs are deemed eligible for accreditation, there are four levels of accreditation awards granted, based on attainment of indicators within three categories: category one (pre-screening), category two (required), and category three (desirable)¹⁵ as outlined below:

1. **Accredited, Exemplary:** Programs that meet 100% of category one and category two indicators and a minimum of 80% of category three indicators will be awarded Accredited Exemplary. These programs will also receive suggestions for continuous quality improvement and will typically not require progress report submission.
2. **Accredited:** Programs that meet 100% of category one indicators, more than 80% of category two indicators and more than 70% of category three indicators will be awarded accredited status. They will receive recommendations for continuous quality improvement and will be required to report on progress in a timeline as determined by the Academic Credentialing Council ACC. Failure to respect timeline and/or to demonstrate progress may result in the program being placed on probation.
3. **Accredited, Probationary:** Programs that meet 100% of category one, more than 60% of category two and less than 70% of category three indicators will be deemed Accredited, Probationary. The ACC will provide requirements for continuous quality improvement.
4. **Non-Accredited:** Programs which meet 100% or less of category one indicators and/or less than 60% of category two indicators will be considered non-accredited. OR a program with probationary accreditation status has failed to demonstrate progress within the specified period.

As a new Occupational Therapy program in Canada, the USask MOT program must obtain **"Eligible for Accreditation"** status prior to moving through the above accreditation awards. An onsite review will occur before the first student cohort completes the first half of the program. A full accreditation review with an off- and onsite review will take place before

¹⁵ The CAOT Academic Accreditation Standards and Self-Study Guide outlines a list of category 1 through 3 indicators, here: [Self Study Guide](#)

graduation of this first student cohort. The accreditation process with CAOT has been initiated and ongoing consultation with the Director of Standards at CAOT continues to occur.

To meet regulatory requirements for practice, Occupational Therapists must complete an accredited university program, including academic courses, 1000 Clinical Placement hours, and pass the National Occupational Therapy Certification Examination (NOTCE).

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 Occupational Therapy (MOT) curriculum, it is unlikely that USask students outside of the SRS will benefit from the courses in this program. However, the MOT program, as proposed here, has been structured to maximize harmonization as much as possible with the Master of Speech-Language Pathology 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 rehab professionals' scopes of practice and vice versa will lead to stronger collaboration between professionals and ultimately, better care for Saskatchewan residents.

Additionally, there are opportunities for MOT learners to interact and collaborate with learners and professionals outside of the SRS:

"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 Occupational Therapists. Interprofessional training is a requirement for these students as part of the accreditation standards set out by the Canadian Psychological Association, and having a training program in Occupational Therapy would be an asset to the Clinical Program in meeting its interprofessional training requirements."

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

"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."

- Dr. Walter Siqueira, Dean and Professor, College of Dentistry

"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 and Professor, College of Nursing

"Introducing an Occupational Therapy program is a significant step toward improving healthcare accessibility and quality in Saskatchewan. This initiative would not only meet the growing demand for OT services but also contribute to more inclusive and collaborative care models that benefit our patients and communities. We are eager to support this endeavour and look forward to exploring ways to collaborate to advance interprofessional education and patient care."

- Dr. Kathy Lawrence, Associate Professor and Provincial Head, Department of Family Medicine

"A Bachelor of Science in Kinesiology provides an excellent grounding in the science of human movement and aligns well with the requirements of an OT program. OT is a highly desired next step for many of the graduates from the College of Kinesiology. The option to study OT here at USask would be very appealing to students in our program and provide them with an opportunity to stay in the province."

- Dani Brittain, Dean, College of Kinesiology

The MOT program has a clear career path for graduates within the rehabilitation profession. Graduates may choose to pursue additional degrees, clinical training opportunities, or change career paths in the future but the MOT 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 MOT for a pathway to a career in an established health profession. For example, typical entry pathways into existing occupational therapy academic programs include graduates from kinesiology, sociology, psychology, arts and sciences, social science and humanities programs should they wish to continue their education and establish a career in healthcare.

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 Occupational Therapy (MOT) program will require anatomy and neuroanatomy content within the curriculum. We hope to harmonize this content with what the Master of Speech-Language Pathology program and renewed Master of Physical Therapy program will require. Discussions have taken place with Dr. Thomas Fisher, Department Head of Anatomy, Physiology, and Pharmacology regarding course needs of the MOT.

“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

“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.”

- Mark Walkner, Director of Clinical Learning Services, University of Saskatchewan Health Sciences

Psychology courses have been identified as a pre-requisite for the USask MOT program to support student success in the program. Discussions have taken place with the Department of Psychology to collaborate regarding the pre-requisite requirements for the USask MOT 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 Occupational Therapy.”

- Dr. Karen Lawson, Professor and Department Head Psychology

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

Ongoing engagement and support with the professional association, regulator body and accrediting body for the OT 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](#) for details on

which partners, professional organizations, and accreditation bodies were consulted and/or provided a letter of support for the program.

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

“The development of this program for Saskatchewan residents has the potential to make a real change by advancing the recruitment and retention of occupational therapy providers both rural and remote areas throughout the province, including the northern communities. This is a huge opportunity to build a program to meet the needs of the people of Saskatchewan, while supporting Occupational Therapists (OTs) who are trained here to remain in the province to practice.

- Irving Gold, Chief Executive Officer, Canadian Association of Occupational Therapists (CAOT) & Christine Fleming Regional Director CAOT- Saskatchewan

“The development of an occupational therapy program will assist with increasing the number of occupational therapists in the province of Saskatchewan as a way of contributing to Saskatchewan’s human health resource needs. A program will also strengthen the association between occupational therapy clinicians and research related to the profession. This program will create opportunities for Saskatchewan residents to train closer to their communities and has the potential to increase the diversity of the profession, which will be beneficial for those receiving services.

Our organization will continue to be engaged with the University of Saskatchewan to collaborate on common areas of interest. We will be prepared to communicate with faculty and students on regulatory matters as invited and will be involved at the appropriate level of program accreditation processes.

- Sherry Just, Executive Director / Registrar, Saskatchewan College of Occupational Therapists

“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

“Occupational Therapists play a key role in the delivery of multi and interdisciplinary care within the rehabilitation team setting. A successful program will require the support of both the University of Saskatchewan and engagement of community health care practitioners. The strong reputation of the School of Rehabilitation Sciences for commitment to evidence based health care excellence, proven record of graduate retention and visionary leadership places it in a unique position to deliver the Occupational Therapy program in the province.... Although creating a new program comes with enormous challenges, it is my view that this is a very good investment of the College of Medicine [and the] University of Saskatchewan’s resources that will ensure growth and sustainability of the School of Rehabilitation Sciences and Health Care for many years to come.”

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

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 Occupational Therapy program, *The Health Science Space Optimization Study*. This study identified that there would be space available to accommodate the MOT program, 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 it is expected that the funding provided by the government will be ongoing, if funding does not continue, the program will not be able to proceed. There is no plan to support this out of existing CoM resources from operating funds.

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

6. College Statement

The development of the Master of Occupational Therapy (MOT) 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. Laureen 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 Occupational Therapy Profession and impact on communities and systems

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 managed through the larger capital project tied to the development of the MOT and MSLP. 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 F
2	Financial Sustainability/Tuition Review	<i>Budgetary and Financial Implications Worksheet</i>	February 12, 2025	Kyla Shea. Used 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 as part of larger capital project

	Required Consultation/Office	Required Form (as applicable)	Date completed (if not required, briefly explain why)	Who did you meet with
		<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	
8	Consultation with Registrar	<i>Consultation with the Registrar Form</i>	February 26	Chelsea Smith

APPENDIX A: The Occupational Therapy Profession and Impact on Communities and Systems

What does an Occupational Therapist do?

OTs assess changes in occupational performance and participation when disrupted by aging, nearing end of life, due to an injury, physical or mental trauma, substance misuse, illness, disability, or due to the social, institutional, or the physical environment. person – their health and their wellness.

Common interventions include:



Pediatric, child, youth and adolescent services to support those experiencing cognitive, mental health and/or physical limitations participate in meaningful activities at home, school, and within the community (e.g., sensory integration, self-regulation, provision of specialized equipment including wheelchair, and technology).



Mental health and substance use services (e.g., psychosocial interventions, targeted education, life skills, coping and social skills training, organizational skill development, and workplace mental health program development).



Health promotion, chronic disease management, and lifestyle intervention services to prevent future disease and injury when cognitive, mental or physical health is at risk (e.g., Self-management programs, counselling, cognitive behavioral therapy, motivational interviewing, introduction of productive occupations).



Collaborative care with individuals of all ages to provide cognitive, visual-perceptual and physical rehabilitation (e.g., treatment plans unique to individual goals for those with lived experience of cancer, stroke, brain injury, trauma.)



Specialty services including hand therapy, complex wheelchair seating, assistive technology consultation, autism services, driver assessments, lymphedema and decongestive therapy, behaviour therapy, low vision services, environmental adaptation, assistive devices provision, cognitive demands analysis, functional capacity evaluation, ergonomic assessments, and job coaching.



Advising various levels of government in the areas of health promotion, social justice and equity, the impacts of colonization and systemic racism, disability prevention/management, accessibility, vocational/health planning and international rehabilitation program development.

What impact does OT services and research have on communities and systems?

The value of occupational therapy in reducing overall health care costs

Rogers et al. (2017) has captured data suggesting that higher spending on occupational therapy is associated with lower readmission rates for adults with heart failure, pneumonia, and acute

myocardial infarct ultimately reducing overall health care costs¹⁶. Additionally in a study completed by the Society of Alberta Occupational Therapists in 2016, clients who received community based occupational therapy services were 6.5 times less likely to require ongoing care and 30 per cent less likely to use emergency department or hospital services¹⁷.

Evidence shows occupational therapy interventions are cost-effective in treating or preventing injury and improving health outcomes in areas such as falls prevention, musculoskeletal injury, stroke rehabilitation, early intervention in developmental disabilities, respiratory rehabilitation and home care¹⁸. Additionally, studies have examined non-pharmaceutical therapeutic interventions such as occupational therapy and found evidence of improved ability to treat, compared to pharmaceutical interventions alone, particularly in areas such as depression and mental health, pain management and stroke rehabilitation^{19,20}.

Providing early intervention and intensive rehabilitation in critical care units improves functional outcomes, decreases length of stay and improves quality of life^{21, 22}. As part of the interdisciplinary team occupational therapists provide interventions in critical and acute care including cognitive, physical and mental health rehabilitation, cognitive stimulation, provision of specialized seating and pressure redistribution equipment, delirium prevention, active participation in activities of daily living to promote recovery, wound care prevention or management, and provision of education, skills training and discharge planning.

For older adults, OT interventions can delay age-related decline and reduce the risk of falls, which are significant contributors to healthcare costs both in community based and long-term care settings²³. Studies have shown OT interventions that are activity-based maximize independence and enhance functioning leading to lasting improvements in older adults physical and mental health, social functioning, maintaining independence with daily activities and life satisfaction^{24,25,26}. OT interventions for individuals experiencing dementia including environmental modification, provision of adaptive equipment, evaluation of daily routines, and restoration of physical skills have been shown to reduce the need for informal care and saves

¹⁶ Rogers, A. T., Bai, G., Lavin, R. A., & Anderson, G. F. (2017). Higher Hospital Spending on Occupational Therapy is Associated with Lower Readmission Rates. *Medical Care Research and Review*, 74(6), 668-686. <https://doi.org/10.1177/1077558716666981>

¹⁷ Society of Alberta Occupational Therapists (2016). The Role of Occupational Therapy (OT) in Community-based home care services.

¹⁸ Rexe K, Lammi BM, Zwick C von. Occupational therapy: cost-effective solutions for changing health system needs. *Healthc Q Tor Ont*. 2013;16(1):69-75.

¹⁹ Legg LA, Drummond AE, Langhorne P. Occupational therapy for patients with problems in activities of daily living after stroke. *Cochrane Database Syst Rev*. 2006 Oct 18;2006(4):CD003585. doi: 10.1002/14651858.CD003585.pub2. Update in: *Cochrane Database Syst Rev*. 2017 Jul 19;7:CD003585. doi: 10.1002/14651858.CD003585.pub3. PMID: 17054178; PMCID: PMC6464890.

²⁰ Schene AH, Koeter MW, Kikkert MJ, Swinkels JA, McCrone P. Adjuvant occupational therapy for work-related major depression works: randomized trial including economic evaluation. *Psychol Med*. 2007 Mar;37(3):351-62. doi: 10.1017/S0033291706009366. Epub 2006 Nov 20. PMID: 17112401.

²¹ Rapolthy-Beck A, Fleming J, Turpin M, Sosnowski K, Dullaway S, White H. Efficacy of Early Enhanced Occupational Therapy in an Intensive Care Unit (EFFORT-ICU): A Single-Site Feasibility Trial. *Am J Occup Ther*. 2023 Nov 1;77(6):7706205110. doi: 10.5014/ajot.2023.050230. PMID: 38015492.

²² Zhao J, Fan K, Zheng S, Xie G, Niu X, Pang J, Zhang H, Wu X, Qu J. Effect of occupational therapy on the occurrence of delirium in critically ill patients: a systematic review and meta-analysis. *Front Neurol*. 2024 Jul 22;15:1391993. doi: 10.3389/fneur.2024.1391993. PMID: 39105057; PMCID: PMC11298357.

²³ Kaneko T, Nagayama H, Ikeda K, Nakamura T, Niimi A, Inoue N, Takeda T, Uchida J. Cost-effectiveness of occupational therapy for older adults: a protocol for an updated systematic review. *BMJ Open*. 2023 Dec 20;13(12):e079318. doi: 10.1136/bmjopen-2023-079318. PMID: 38128942; PMCID: PMC10748867.

²⁴ Hart, E, Parsons, H. Occupational Therapy: Cost Effective Solutions for a Changing Health System. AOTA.2020.

²⁵ Clark, F., Jackson, J., Carlson, M., Chou, C.-P., Cherry, B. J., Jordan-Marsh, M., . . . Azen, S. P. (2012). Effectiveness of a lifestyle intervention in promoting the well-being of independently living older people: Results of the Well Elderly 2 Randomised Controlled Trial. *Journal of Epidemiology and Community Health*, 66, 782-790. <http://dx.doi.org/10.1136/jech.2009.099754>

²⁶ Gillespie, L. D., Robertson, M. C., Gillespie, W. J., Sherrington, C., Gates, S., Clemson, L. M., & Lamb, S. E. (2012). Interventions for preventing falls in older people living in the community. *Cochrane Database of Systematic Reviews*, 9. <http://dx.doi.org/10.1002/14651858.CD007146.pub3>

costs by improving health status and quality of life, and decreasing hospital and long-term care nursing admissions^{27, 28, 29}.

The value of occupational therapy using collaborative-relationship focused care and Indigenous health

Occupational therapy service can influence health, well-being and occupational justice of Indigenous (First Nations, Inuit and Metis) people. Occupational therapists understand the dynamic relationship between the person, occupation and environment. Occupational therapists spend time to develop strong and trusting relationships to provide effective, compassionate, culturally relevant and collaborative services with Indigenous peoples. For example, occupational therapists work closely with staff in Indigenous schools and communities to develop fine and gross motor skills programs for preschool to grade 3 children, implement health literacy programs, and adapt classroom activities to meet the individualized needs of the children³⁰.

The OT profession continues to prioritize advancing reconciliation in OT scholarship and Indigenous Peoples' health by: working towards more Indigenous people be involved, and represented in the OT literature, requirements of national competencies on equity, justice, and inclusion, position statements and commitment statements to Indigenous peoples of Canada being informed and created by Indigenous Occupational Therapists and acknowledged by the Canadian Association of Occupational Therapists, creation of an OT Indigenous Task Force to inform national governing bodies on anti-racism and Indigenous health practices, and educational philosophies in occupational therapy, academic programs are emerging to more in alignment and inclusive of Indigenous pedagogies and promotion of Indigenous health³¹.

The value of occupational therapy in mental health

According to Statistics Canada, over 5 million people have been diagnosed with a mental illness³². This represented a total burden of nearly 79.9 billion on the Canadian healthcare and social support system in 2021, between direct costs such as hospital stays, specialist services, and pharmaceutical interventions and indirect costs due to absenteeism, production losses, and staff turnover³³. Mental health problems can affect people of all ages, cultures, education and income levels. Mental illness varies from person to person and can include depression, anxiety, psychosis, bipolar disorder, and post-traumatic stress and personality disorders¹⁹.

The aim of occupational therapy services in mental health is to help all individuals develop and maintain positive mental health, prevent mental ill health, and recover from mental health

²⁷ Dooley NR, Hinojosa J. Improving quality of life for persons with Alzheimer's disease and their family caregivers: brief occupational therapy intervention. *Am J Occup Ther*. 2004 Sep-Oct;58(5):561-9. doi: 10.5014/ajot.58.5.561. PMID: 15481783.

²⁸ Gitlin, L. N., Hodgson, N., Jutkowitz, E., & Pizzi, L. (2010). The cost-effectiveness of a nonpharmacologic intervention for individuals with dementia and family caregivers: The tailored activity program. *American Journal of Geriatric Psychiatry*, 18(6), 510-519. <http://dx.doi.org/10.1097/JGP.0b013e3181c37d13>

²⁹ Graff, M. J. L., Adang, E. M., Vernooij-Dassen, M. J. M., Dekker, J., Lonsson, L., Thijssen, M., . . . Olde Rikkert, M. G. M. (2008). Community occupational therapy for older patients with dementia and their care givers: Cost effectiveness study. *British Medical Journal*, 336, 134-138.

³⁰ Phenix, A, Valavaara, K. Occupational Therapy Statement of Commitment to Indigenous Peoples in Canada (2023). CAOT

³¹ Restall G, Phenix A, Valavaara K. Advancing reconciliation in scholarship of occupational therapy and Indigenous Peoples' health. *Canadian Journal of Occupational Therapy*. 2019;86(4):256-261. doi:[10.1177/0008417419872461](https://doi.org/10.1177/0008417419872461)

³² Stephenson, E., 2023 Mental disorders and access to mental health care "Insights on Candadian Society, Statistics Canada, Catalogue no. 75-006-X.

³³ Canadian Mental Health Association, National (2021). Fast Facts about Mental Health and Mental Illness.

challenges to live full and productive lives. By renewing previous skills and requiring new knowledge, individuals living with mental health challenges can increase their capabilities for occupational engagement and become more actively involved in their community and prevent re-admission to institutions for mental health challenges³⁴.

In addition, OTs can have a role in reducing stigma and improving education on mental health and mental health challenges by improving mental health literacy defined as the knowledge, beliefs and abilities that enable the recognition, management or prevention of mental health challenges. Enhanced mental health literacy can have a range of benefits including prevention, early intervention and reduction of stigma associated with mental illness³⁵.

The value of occupational therapy in child, adolescent, and youth mental health

A study recently completed by the SICK kids hospital in Toronto, ON showed greater stress from social isolation, including both the cancellation of important events and the loss of in-person social interactions, was strongly associated with mental health deterioration in both those with a known previous diagnosis of a mental health concern and in those children that were considered "healthy" prior to the pandemic (p.1). *"70.2 per cent of school-aged children (six to 18 years old) and 66.1 per cent of preschool-aged children (two to five years old) reported deterioration in at least one domain"*³⁶.

The evidence shows that in pediatric occupational therapy practice the activity-based interventions involving play, leisure, and recreation help improve children's social interaction, self-esteem, and positive feelings, and they reduce non-productive behaviors improving mental health outcomes^{37,38}.

The value of occupational therapy in returning to the workplace

Research indicates that occupational therapy is an important intervention in return-to-work programs; injury prevention at work, school, home, sport or play; improving chronic disease and pain management; supporting unpaid caregivers by providing valuable solutions to improve independence and balancing the stress of providing care; and providing successful rehabilitation for stroke, respiratory ailments and other forms of traumatic injury³⁹. For those that are off work due to experiencing challenges with mental health, OT intervention added to treatment for major depression was indicated to be cost-beneficial and an advanced supported employment was cost-saving⁴⁰.

³⁴ Canadian Association of Occupational Therapists (2024). OT Practice Document: Mental Health

³⁵ Society of Alberta Occupational Therapists (2021). The Role of Occupational Therapy in Mental Health.

³⁶ Cost, K, Crosbie, J, Anagnostou, E, Birken, C, et al. Mostly worse, occasionally better: impact of COVID-19 pandemic on the mental health of Canadian children and adolescents. *European Child & Adolescent Psychiatry* (2022) 31: 671-684

³⁷ Arbesman M, Bazyk S, Nochajski SM. Systematic review of occupational therapy and mental health promotion, prevention, and intervention for children and youth. *Am J Occup Ther*. 2013 Nov-Dec;67(6):e120-30. doi: 10.5014/ajot.2013.008359. PMID: 24195907.

³⁸ Blight, M, Lundell, L, Clark, L, Britz, E, Dinsdale, K, Gervais, A, Bitz, K. (2021) Occupational Therapy for Children in Saskatchewan- Resource Document. Saskatchewan Society of Occupational Therapists and Saskatchewan Pediatric Occupational Therapy Practice Network.

³⁹ Rexe K, Lammi BM, Zweck C von. Occupational therapy: cost-effective solutions for changing health system needs. *Healthc Q Tor Ont*. 2013;16(1):69-75.

⁴⁰ Johanson, S., Gregersen Oestergaard, L., Bejerholm, U., Nygren, C., van Tulder, M., & Zingmark, M. (2023). Cost-effectiveness of occupational therapy return-to-work interventions for people with mental health disorders: A systematic review. *Scandinavian Journal of Occupational Therapy*, 30(8), 1339–1356. <https://doi.org/10.1080/11038128.2023.2200576>

The value of occupational therapy in pediatrics (infancy to youth)

The literature confirms that an activity-based approaches used by occupational therapists, in collaboration with the child, parents, and interagency teams, has a positive impact on the functional outcomes for children⁴¹. Occupational therapists also have a role in advocating for policy and legislation changes that requires developmental screening and surveillance, support of culturally relevant developmental monitoring, and access to necessary services.

Through collaboration within interagency teams, occupational therapists support children to transition from infancy to young adulthood with the highest level of ability. Occupational therapists promote functional abilities and participation in daily routines as the individual transitions to higher expectations within new environments^{42,43}. Occupational therapy intervention targeted at early childhood development provides opportunity for early assessment and intervention optimizing skills and abilities to maximize independence and community resources as children age and reducing the need for health care services later in the future²⁶.

The value of occupational therapy in correctional and justice services

Evidence suggests that occupational therapy programming in correctional facilities focused on life skill development in: interpersonal communication, employment, finance, leisure, and community resources increased acquisitions of skills required for community reintegration^{44,45}. Other interventions provided by occupational therapists can meet the needs of those involved with the criminal justice system include:

- functional assessments related to pre-sentencing reports, probation plans, and work skills,
- facilitate transitions from prison to alternative living environments and community
- skill building related to life, vocational, social, healthy living, peer supports, and handling stigma
- early intervention in schools to address the needs of those at risk of entering the criminal justice system

The value of occupational therapy in oncology cancer care, and end of life care

Adult cancer survivors are significantly more likely to report being in fair or poor health, have comorbidities, one or more limitations in activities of daily living, and poorer functional status when compared with similar age adults without a cancer diagnosis⁴⁶. Cancer-related disability arises from these limitations and puts adults with cancer at a higher risk for long-term disability, institutionalization, and overall increased mortality. Occupational therapy is specifically designed to evaluate and treat functional deficits, yet it remains underused in cancer care.

⁴¹ Blight, M, Lundell, L, Clark, L, Britz, E, Dinsdale, K, Gervais, A, Bitz, K. (2021) Occupational Therapy for Children in Saskatchewan- Resource Document. Saskatchewan Society of Occupational Therapists and Saskatchewan Pediatric Occupational Therapy Practice Network.

⁴² Stephanie Beisbier, Susan Cahill; Occupational Therapy Interventions for Children and Youth Ages 5 to 21 Years. *Am J Occup Ther* July/August 2021, Vol. 75(4), 7504390010. doi: <https://doi.org/10.5014/ajot.2021.754001>

⁴³ Bonnie R. W. Riley, Stephanie L. de Sam Lazaro; Role of Occupational Therapy in Pediatric Primary Care: Promoting Childhood Development. *Am J Occup Ther* November/December 2021, Vol. 75(6), 7506090010. doi: <https://doi.org/10.5014/ajot.2021.756002>

⁴⁴ Dillon MB, Dillon TH, Griffiths T, Prusnek L, Tippie M. The Distinct Value of Occupational Therapy in Corrections: Implementation of a Life Skills Program in a County Jail. *Annals of International Occupational Therapy*. 2020;3(4):185-193. doi:10.3928/24761222-20200309-01

⁴⁵ Berardi A, Galeoto G, Simeon R, Bandiera R, Sellitto G, Seco Calvo JA, González-Bernal J. The role and effectiveness of occupational therapy in prison rehabilitation programs: systematic review. *Int J Prison Health* (2024). 2024 May 29;20(2):226-239. doi: 10.1108/IJOPH-07-2023-0038. PMID: 38984604.

⁴⁶ Pergolotti M, Williams GR, Campbell C, Munoz LA, Muss HB. Occupational Therapy for Adults With Cancer: Why It Matters. *Oncologist*. 2016 Mar;21(3):314-9. doi: 10.1634/theoncologist.2015-0335. Epub 2016 Feb 10. PMID: 26865588; PMCID: PMC4786355.

Occupational therapy interventions also improve life satisfaction and participation in one's life roles, pain control, and overall mental health⁴⁴.

At end-of-life, occupational therapy plays an important role in supporting individuals, their family, and caregivers in maintaining and fostering participation, and quality of life in the process of dying. OT values client centered, holistic and culturally relevant approaches that involve reframing and tailoring interventions to adapt to the client's changing goals, as well as addressing the client's physical, social, emotional and spiritual needs and meaningful occupational participation. Occupational therapists support and educate individuals, their families, and caregivers about the importance of remaining engaged in occupations, work with individuals to address activity, psychological, and emotional challenges associated with end of life, promote comfort and dignity in dying with provision of splints and pressure relieving devices, seating and mobility, assistive equipment, and environmental modification^{47, 48}.

⁴⁷ Canadian Association of Occupational Therapists (2021) Occupational Therapy and End of Life Care.

⁴⁸ End-of-Life Care and the Role of Occupational Therapy. *Am J Occup Ther* November/December 2023, Vol. 77(Supplement 3), 7713410210. doi: <https://doi.org/10.5014/ajot.2023.77S3002>

APPENDIX B: Communications Plan

Master of Occupational Therapy Communications Plan (Draft)

COMMUNICATIONS GOAL

To increase stakeholder interest in and engagement with the new Master of Occupational Therapy (MOT) program and to ensure interested and qualified students apply to the program.

COMMUNICATIONS OBJECTIVES

1. Increase stakeholder awareness of the MOT 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, Canadian Association of Occupational Therapists (CAOT), CAOT-SK, regulatory bodies) and practicing Saskatchewan OTs
- 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.

Tactic	Audience	Time/Frequency	Other information
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 to 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.
Career fairs, information sessions and town halls	Interested and qualified prospective students; organizations/associations, and practicing Saskatchewan OTs	Spring to Fall 2025, and ongoing	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 OTs	Quarterly and at key milestones	Provides regular updates on the program development to interested industry professionals.

Tactic	Audience	Time/Frequency	Other information
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 (e.g., banners, booth, table-top displays, tablecloth)		Spring 2025	

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 Curriculum Information

To comply with academic accreditation requirements and to prepare competent entry level graduates, the core faculty recruited to the program will create and elaborate on a program framework including an overall mission and vision for the program. The combined clinical placement experience and delivery of quality academic content will be based on educational and professional conceptual frameworks consistent with the overall program vision and mission⁴⁹. The academic content must include the requirements needed for the breadth and depth of knowledge specific to the profession including occupation and occupational therapy (60% of curriculum content), biomedical/psychological/sociological and investigative sciences (10 to 30% of curricular content) and social perspectives on health (10-30% of curricular content)⁵⁰.

To support meeting accreditation and competency requirements for entry level graduates, the proposed MOT curriculum was conceptualized around the following core themes: (a) theories of **occupation and context** (environment, culture, political governance, time, social relationships) their impact on each other and their dynamic relationship with health and well-being across the lifespan; (b) **human capacity for participation** and how transactions of mental, physical, emotional and social structures and processes shape the capacity for human participation; (c) **ethics, justice and care** to understand human diversity and demonstrate respect and interest in in all its forms; (d) **therapeutic processes** to understand the application, effective provision and critique of occupational therapy services, including screening, therapeutic use of self, consultation, evaluation, and advocacy; (e) **leadership and collaboration** to understand the value of and need for occupational therapy practitioners to collaborate, establish effective relationships and participate in lifelong professional development; (f) **inquiry, scholarship and innovation** where inquiry is as a process to disseminate knowledge and support innovation and skill development applicable to issues of scholarship about occupation, evidence-based practices and the ongoing critical appraisal of the relevance of those practices to individuals as well as the communities and contexts in which they participate; (g) **self-directed, experiential learning** framework.

The proposed program curriculum integrates foundational sciences, theory, practical experience, Indigenous perspectives, and research to facilitate critical thinking and culturally relevant clinical decision-making skills needed for current practice in Occupational Therapy. A high-level program map can be found on the following page.

⁴⁹ Canadian Association of Occupational Therapists Academic Accreditation Standards and Self-Study Guide (2022).

⁵⁰ World Federation of Occupational Therapists (2016). Minimum Standards for the Education of Occupational Therapists

Proposed Master of Occupational Therapy Program Curriculum Map (draft for class of 2026-2028)

The USask MOT 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 -Fall September x - December x <u>2026</u>				Year 1 - Module 2 - Winter January x – April x 2027		Year 1 - Module 3 May X – May X 2027	Year 1 - Module 4 - Spring May X – June X 2027		Year 1 - Module 5 (Summer)		
2 days	12 weeks – 2 days (reading week off) (OTH 901 CP 1)		Dec19 – Jan 4	12 weeks (February break off)		5 weeks	6 weeks		1 day	4 weeks asynchronous	
Orientation to Program and Term 1	OTH 811 Foundations of OT Practice 1 (with EBP Module) (17 CU – 19 hrs/week)		OTH 901 – Clinical Placement 1 1CU	Vacation	OTH 812 Foundations of OT Practice 2 (with EBP Module) (17 CU – 19 hrs/week)		OTH 902 Clinical Placement 2 5 CU	OTH 911 Introduction to OT Clinical Practice (EBP Module) (10 CU – 22hrs/week)		Project Work Note: Capstone conference attendance compulsory	OTH 813 Bridging Clinical Foundations (3 CU – 9 hrs/week)
	OTH 801 Context in Occupation 1 (with Professional Development Module) (6 CU – 6 hrs/week)				OTH 802 Context in Occupation 2 (with Professional Development Module) (6 CU – 6 hrs/week)			OTH 803 Context in Occupation 3 (with Professional Development Module) (3 CU – 6 hrs/week)			

Year 2 -Module 6 - Fall Sept X- December X 2027		Year 2 – Module 7 - Winter January X – April X 2028		Year 2 – Module 8 -Spring/Summer May X – July X 2028		Year 3 Module 9 -FALL September X- November X 2028	
12 weeks (reading week off)	Dec19 – Jan 4	6 weeks	6 weeks	12 weeks		6 weeks	6 weeks
OTH 912 Advanced OT Clinical Practice: Children, Adolescents and Youth (9 CU – 8hrs/week)	Vacation	OTH 903 Clinical Placement 3 6 CU	OTH 904 Clinical Placement 4 6CU	OTH 915 Capstone Project: Consolidation of EBP & OT Clinical Practice (9 CU – 16 hrs/week)		OTH 905 Clinical Placement 5 6CU	OTH 906 Clinical Placement 6 6CU
OTH 913 Advanced OT Clinical Practice: Adults & Older Adults (9 CU – 8hrs/week)							
OTH 914 Advanced OT Clinical Practice: Mental Health (9 CU – 8hrs/week)							
OTH 804 Context in Occupation 4 (with Professional Development Module) (3 CU – 3 hrs/week)				OTH 805 Context in Occupation 5 (with Professional Development Module) (9 CU – 9 hrs/week)			

Proposed Master of Occupational Therapy Program Competency Map (draft for class of 2026-2028)

Competency Map		YEAR ONE										YEAR TWO							YEAR THREE
Competencies for OTs in Canada		Course Number	OTH 811	OTH 801	OTH 901	OTH 812	OTH 802	OTH 902	OTH 911	OTH 803	OTH 813	OTH 912	OTH 913	OTH 914	OTH 804	OTH 903 & 904	OTH 915	OTH 805	OTH 905 & 906
Domain	Competency	Course Name	Foundations of Occupational Therapy Practice 1	Context in Occupation 1	Clinical Placement 1	Foundations of Occupational Practice 2	Context in Occupation 2	Clinical Placement	Introduction to OT Clinical Practice	Occupation in Context 3	Bridging Foundations	Advanced Clinical Practice: Child, Adolescents and Youth	Advanced Clinical Practice: Adults & Older Adults	Advanced Clinical Practice: Mental Health	Context in Occupation 4	Clinical Placement 3 & 4	Capstone Project	Context in Occupation 5	Clinical Placment 5 & 6
A.Occupational Therapy Expertise	A1. Establish trusted professional relationships with clients				X			X	X			X	X	X		X			X
	A2. Use occupational analysis throughout practice-		X	X	X	X	X		X	X	X	X	X	X		X			X
	A3. Determine client's needs and goals for occupational therapy services		X		X	X	X		X		X	X	X	X		X			X
	A4. Assess occupational participation				X	X	X		X		X	X	X	X		X			X
	A5. Develop plans with clients to facilitate occupational participation		X			X	X		X			X	X	X	X	X	X		X
	A6. Implement the occupational therapy plan					X	X					X	X	X		X	X		X
	A7. Manage the assignment of services to assistants and others											X	X	X		X			X
B. Communication and Collaboration	B1. Communicate in a respectful and effective manner			X	X	X		X			X	X	X	X		X		X	X
	B2. Maintain professional documentation				X				X			X	X	X		X			X
	B3. Collaborate with clients, other professionals, and stakeholders				X	X			X		X	X	X	X		X		X	X
C. Culture, Equity, and Justice	C1. Promote equity in practice		X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	
	C2. Promote anti-oppressive behaviour and culturally safer, inclusive relationships		X	X	X	X	X		X			X	X	X	X	X	X		X
	C3. Contribute to equitable access to occupational participation and occupational therapy		X	X	X	X	X		X			X	X	X	X	X		X	X
D. Excellence in Practice	D1. Engage in ongoing learning and professional development			X	X		X			X	X				X		X	X	X
	D2. Improve practice through self-assessment and reflection			X	X		X		X	X	X	X		X	X	X		X	X
	D3. Monitor developments in practice		X			X	X			X		X		X	X	X	X	X	X
E. Professional Responsibility	E1. Meet legislative and regulatory requirements-			X	X	X		X				X		X	X	X	X	X	X
	E2. Demonstrate a commitment to minimizing risk							X	X										X
F. Engagement with the Profession	F1. Contribute to the learning of occupational therapists and others							X			X	X		X	X		X	X	X
	F2. Show leadership in the workplace			X	X				X	X							X	X	X
	F3. Contribute to the development of occupational therapy		X			X				X							X	X	X
	F4. Show leadership in the profession throughout the career									X		X		X			X	X	X

APPENDIX D: Course Creation Forms

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

Module 1 OTH 811.17 – Foundations of Occupational Therapy Practice 1 OTH 801.6 – Context in Occupation 1 OTH 901.1 – Clinical Placement 1	Module 2 OTH 812.17 – Foundations of Occupational Therapy Practice 2 OTH 802.6 – Context in Occupation 2
Module 3 OTH 902.5 – Clinical Placement 2	Module 4 OTH 911.10 – Introduction to Occupational Therapy Clinical Practice OTH 803.3 – Context in Occupation 3
Module 5 OTH 813.3 – Bridging Clinical Foundations	Module 6 OTH 912.9 – Advance OT clinical Practice: Children, Adolescents and Youth OTH 913.9 – Advance OT Clinical Practice: Adults and Older Adults OTH 914.9 – Advance OT Clinical Practice in Mental Health OTH 804.3 – Context in Occupation 4
Module 7 OTH 903.6 – Clinical Placement 3 OTH 904.6 – Clinical Placement 4	Module 8 OTH 915.9 - Capstone Project OTH 805.9 – Context in Occupation 5
Module 9 OTH 905.6 – Clinical Placement 5 OTH 906.6 - Clinical Placement 6	Continuous Enrollment OTH 990.0 - Occupational Therapy Professional Development



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: **OTH 901**
- 2.2 Academic credit units: **1 (1 cu = 37.5 hours of clinical placement)**
- 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***

***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 MOT 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 introduces students to clinical education in Occupational Therapy. Students will gain exposure to the profession by observing professional OTs in a practice setting. This helps students establish a foundational understanding of occupational therapy (OT) practice, which they can expand upon during classroom and lab learning, ultimately preparing them for future clinical 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 Occupational Therapy (OT) program within School of Rehabilitation Science.**

At this early stage, students gain exposure to the profession by observing professional OTs in a practice setting. This supports the students to create a context for OT 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 members are onboarded and further develop curriculum.

- 1. Demonstrate introductory observation skills required for occupational therapy processes.**
- 2. Identify occupational therapy 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? **Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes.**
Required by the MOT 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 Occupational Therapy 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 is 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: **OTH 902**
- 2.2 Academic credit units: **5 (1 cu = 37.5 hours of clinical placement)**
- 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***

***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 **Spring**

2.7 Prerequisite: **None. For MOT 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 learning experience in approved facilities and community agencies to apply and integrate the core knowledge and skills of occupational therapy. At this early stage, students further develop foundational knowledge in OT by observing and practicing introductory clinical skills with professional OTs 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 Occupational Therapy (OT) 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 members are onboarded and further develop curriculum.

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 OT roles within clinical teams, setting a strong foundation for future placements.

- 1. Demonstrate observational skills, ethical and culturally relevant practice, and effective communication with clients and team members.**
- 2. Apply foundational occupational therapy knowledge and skills in practice settings through guided supervision.**
- 3. Build collaborative therapeutic relationships and gain insight into OT roles with diverse populations in varied practice environments.**
- 4. Receive and respond to constructive feedback.**

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? **Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes.**
Required by the OT 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 Occupational Therapy 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 is 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
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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: **Winter 2028**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **OTH 903**
- 2.2 Academic credit units: **6 (1 cu = 37.5 hours of clinical placement)**
- 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***

***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 MOT 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 occupational therapy. Following in-class preparation in communication, culturally relevant practices, and OT assessment, students are expected to be active participants, conducting assessments, applying emerging concepts of clinical reasoning, and building therapeutic relationships 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 Occupational Therapy (OT) program within School of Rehabilitation Science.**

Following in-class preparation in communication, culturally relevant practices, and OT 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 members are onboarded and further develop curriculum.
 1. Demonstrate and apply professional knowledge, skills, and attitudes.
 2. Establish collaborative therapeutic relationships with clients using culturally relevant communication strategies.
 3. Demonstrate clinical reasoning by analyzing client needs under supervision.
 4. Demonstrate and integrate applicable work skills including time management and caseload prioritization with supervision.
 5. Apply inclusive practices during all therapeutic processes including referral analysis, assessment, planning, implementation and evaluation of intervention, discharge planning and follow up to address client needs.
 6. Integrate constructive feedback into performance.
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? **Does not apply.**
 - 6.3 Is this course to be required by your majors, or by majors in another program? **Yes. Required by the OT 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 is 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 2026**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **OTH 801**
- 2.2 Academic credit units: **6**
- 2.3 Course Long Title (maximum 100 characters): **Context in Occupation 1**
Course Short Title (maximum 30 characters): **Context in Occupation 1**
- 2.4 Total Hours: Lecture **36** Seminar **36** Lab Tutorial Other
- 2.5 Weekly Hours: Lecture **3** Seminar **3** Lab Tutorial Other
- 2.6 Term in which it will be offered: **T1** T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: **None. For MOT 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):

The course is designed to provide students with a comprehensive understanding of the complex interplay between health determinants, occupation, and occupational identity. This course emphasizes the importance of culturally relevant practice, ethical frameworks, and structural inequalities that shape the occupational experiences of diverse populations. Students will explore personal values and professional growth, preparing them for effective practice in occupational therapy.

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 Occupational Therapy (OT) program within School of Rehabilitation Science. This course will provide foundational knowledge that these learners will utilize throughout the rest of their program and as entry-to-practice Occupational Therapists.**

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. Define key determinants of health and their relationship to occupation and occupational identity.
2. Identify how cultural, social, and structural factors contribute to health inequities and occupational opportunities.
3. Apply foundational cultural competencies to understand and respect diverse occupational identities.
4. Explore ethical frameworks and their relevance in promoting equity and justice in occupational therapy.
5. Analyze the impact of structural inequalities on health and occupation, integrating Indigenous perspectives and practices.
6. Explore personal values and beliefs and their impact on the development of the therapeutic sense of self and a professional identity in occupational therapy.
7. Identify the foundational competencies of occupational therapy practice and their relevance to personal professional goals.
8. Identify ethical principles and how they shape decision-making and professional conduct.
9. Develop basic therapeutic communication skills and integrate them into reflective practice.
10. Reflect on personal and professional experiences to foster self-awareness and readiness for initial clinical placement.
11. Initiate an e-portfolio to encourage students to document and critically reflect on their personal values, beliefs, and potential biases as they build an understanding of sense of self as a person and as an occupational therapist in the evolution of creating a professional identity. This e-portfolio will be used for self-reflection throughout the program.

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 MOT 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+

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. Exam timetable will be developed internally to the SRS.**

10. **Required text**

Include a bibliography for the course. **Will be provided as syllabus is developed.**

11. **Resources**

11.1 Proposed instructor: **Multiple instructors in our department – integrated course**

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:



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 2027**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **OTH 802**
- 2.2 Academic credit units: **6**
- 2.3 Course Long Title (maximum 100 characters): **Context in Occupation 2**
Course Short Title (maximum 30 characters): **Context in Occupation 2**
- 2.4 Total Hours: Lecture **36** Seminar Lab **36** Tutorial Other
- 2.5 Weekly Hours: Lecture **3** Seminar 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 MOT 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 explore the determinants of health and analyze their influence on diverse populations and impact on occupational participation and well-being. Students will engage in critical analysis of occupation and occupational therapy practices to develop an understanding of occupational therapy's role in supporting individuals across varied environments and contexts, aiming to maximize participation in meaningful occupations and promote health equity.

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

- 3. Please list rationale for introducing this course: **Development of new OT program within School of Rehabilitation Science. This course will provide foundational knowledge that these learners will utilize throughout the rest of their program and as entry-to-practice Occupational Therapists.**

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 impact of the determinants of health on occupational participation, with an emphasis on mental, physical, social, psychosocial, and environmental factors.**
2. **Identify and describe the occupational challenges faced by diverse populations, including barriers that limit participation and the potential impacts on well-being.**
3. **Assess commonly used standardized assessment tool and activity analysis tools may create biases by using critical inquiry.**
4. **Evaluate how varying capabilities among populations influence access to health and participation in occupations.**
5. **Apply occupational therapy frameworks to propose strategies that enhance engagement and mitigate barriers to occupation.**
6. **Explain evidence informed and inclusive approaches in occupational therapy interventions that challenge traditional practices to support occupational participation.**

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 MOT 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+

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. Exam timetable will be developed internally to the SRS.**

10. **Required text**

Include a bibliography for the course. **Will be provided as syllabus is developed.**

11. **Resources**

11.1 Proposed instructor: **Multiple instructors in our department – integrated course**

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



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: **OTH 803**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Context in Occupation 3**
Course Short Title (maximum 30 characters): **Context in Occupation 3**
- 2.4 Total Hours: Lecture **18** Seminar Lab **18** Tutorial Other
- 2.5 Weekly Hours: Lecture **3** Seminar Lab **3** Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2 **Spring**
- 2.7 Prerequisite: **None. For MOT 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 is designed to help students integrate their clinical placement experiences with theoretical understanding, fostering critical reflection on their professional practices. Students will explore advanced topics in context and occupation to identify potential areas for research in their capstone projects.

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

- 3. Please list rationale for introducing this course: **Development of new OT program within School of Rehabilitation Science. This course will provide foundational knowledge that these learners will utilize throughout the rest of their program and as entry-to-practice Occupational Therapists.**

- 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. **Reflect on field placement experiences to identify key professional learning and growth areas.**
 2. **Evaluate professional practices using advanced occupational therapy frameworks and critical reflection.**
 3. **Analyze contexts of practice to identify gaps, challenges, and opportunities for research.**
 4. **Formulate initial research questions for potential capstone projects based on practical experiences and theoretical insights.**
 5. **Discuss and critique existing research literature to underpin their capstone ideas.**
 6. **Develop a proposal framework that outlines a feasible, relevant, and inclusive capstone research project.**
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 MOT 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 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? **Exam timetable will be developed internally to the SRS.**
10. **Required text**
Include a bibliography for the course. **Will be provided as syllabus is developed.**
11. **Resources**
- 11.1 Proposed instructor: **Multiple instructors in our department – integrated course**
- 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
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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:

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5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

- 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: **Fall 2027**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **OTH 804**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Context in Occupation 4**
Course Short Title (maximum 30 characters): **Context in Occupation 4**
- 2.4 Total Hours: Lecture **18** Seminar Lab **18** Tutorial Other
- 2.5 Weekly Hours: Lecture **1.5** Seminar Lab **1.5** Tutorial Other
- 2.6 Term in which it will be offered: **T1** T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: **None. For MOT 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 is designed to deepen students' understanding of equity and justice within occupational therapy, with a focus on preparing for extended clinical placements. Students will explore the principles of equity and justice as they relate to occupational participation and health outcomes ensuring students are equipped to navigate diverse clinical environments promoting inclusive practices.

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

- 3. Please list rationale for introducing this course: **Development of new OT program within School of Rehabilitation Science. This course will provide foundational knowledge that these learners will utilize throughout the rest of their program and as entry-to-practice Occupational Therapists.**

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 principles of equity and justice and their application in occupational therapy settings.**
 2. **Evaluate the impact of systemic inequities on health outcomes and occupational participation.**
 3. **Develop strategies for inclusive practice, particularly for neurodiverse populations.**
 4. **Demonstrate preparedness for clinical placements, focusing on professional competence and ethical sensitivity.**
 5. **Critically reflect on their role in promoting equity and justice within diverse clinical contexts.**
 6. **Implement person-centered approaches in occupational therapy, respecting the unique needs and strengths of diversity in individuals, communities and systems.**

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 MOT 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 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. Exam timetable will be developed internally to the SRS.**

10. **Required text**

Include a bibliography for the course. **Will be provided as syllabus is developed.**

11. **Resources**

11.1 Proposed instructor: **Multiple instructors in our department – integrated course**

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

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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 and Summer 2028**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **OTH 805**
- 2.2 Academic credit units: **9**
- 2.3 Course Long Title (maximum 100 characters): **Context in Occupation 5**
Course Short Title (maximum 30 characters): **Context in Occupation 5**
- 2.4 Total Hours: Lecture **54** Seminar Lab **54** Tutorial Other
- 2.5 Weekly Hours: Lecture **4.5** Seminar Lab **4.5** Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2 **Spring and Summer**
- 2.7 Prerequisite: **None. For MOT 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 focuses on consolidation of the students' professional development by forming a robust occupational identity as they transition to entry-level occupational therapists. This course equips students with the knowledge and skills needed to integrate innovative practices into their occupational therapy practice while emphasizing leadership, advocacy, and lifelong learning.

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

- 3. Please list rationale for introducing this course: **Development of new OT program within School of Rehabilitation Science. This course will provide foundational knowledge that these learners will utilize throughout the rest of their program and as entry-to-practice Occupational Therapists.**

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.

Consolidating Professional Development and Identity for Entry-Level Occupational Therapists.

1. **Articulate a clear occupational identity and therapeutic sense of self, reflecting personal values, skills, and experiences as they relate to professional practice in occupational therapy.**
2. **Describe leadership skills and strategies for effective communication and teamwork within interdisciplinary teams and occupational therapy settings.**
3. **Plan for lifelong learning and continuous professional development by identifying relevant professional organizations and understanding their roles, particularly within the Saskatchewan context.**
4. **Describe the regulatory and licensing requirements specific to the Saskatchewan College of Occupational Therapists (SCOT) effectively and identify where to locate resources to prepare for the National Occupational Therapy Certification Exam (NOTCE).**
5. **Demonstrate advocacy skills to effectively promote the occupational therapy profession and advocate for client needs and rights.**

Innovations in Occupational Therapy Practice

1. **Identify and analyze current trends and innovations in occupational therapy, understanding their potential impacts on clinical practice.**
2. **Demonstrate effective integration of virtual care and telehealth technologies into occupational therapy interventions, considering their benefits and challenges in various settings.**
3. **Evaluate and implement assistive technologies and adaptive devices to enhance client participation and independence, tailoring interventions to meet diverse needs.**
4. **Collaborate effectively with interdisciplinary teams to foster innovative approaches in occupational therapy, enhancing client-centered care and resource utilization.**
5. **Design community-based occupational therapy programs that incorporate innovative strategies and address social determinants of health to improve community participation.**
6. **Apply program evaluation techniques and quality improvement methods to existing or newly developed occupational therapy programs to ensure effectiveness and sustainability.**
7. **Develop a personal plan for integrating innovation into future professional practice, identifying opportunities for leadership, advocacy, and continuous professional development.**

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 MOT 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+
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. Exam timetable will be developed internally to the SRS.**
10. **Required text**
Include a bibliography for the course. **Will be provided as syllabus is developed.**
11. **Resources**
- 11.1 Proposed instructor: **Multiple instructors in our department – integrated course**
- 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



**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: **OTH 811**
- 2.2 Academic credit units: **17**
- 2.3 Course Long Title (maximum 100 characters): **Foundations of Occupational Therapy Practice 1**
Course Short Title (maximum 30 characters): **Foundations of OT Practice 1**
- 2.4 Total Hours: Lecture **114** Seminar Lab **114** Tutorial Other
- 2.5 Weekly Hours: Lecture **9.5** Seminar Lab **9.5** Tutorial Other
- 2.6 Term in which it will be offered: **T1** T2 T1 or T2 T1 and T2
- 2.7 Prerequisite: **None. For MOT 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 provides a comprehensive introduction to the foundational elements of occupational therapy (OT) practice, integrating anatomical knowledge, theoretical frameworks, evidence-based practice and occupational therapy practices. Students will engage with fundamental concepts of occupational assessment and intervention strategies, grounded in relevant theoretical frameworks and evidence-based practice. Students will explore the significance of occupations in human health and well-being and develop the emerging skills necessary for effective, ethical, and inclusive practice.

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 Occupational Therapy (OT) program within School of Rehabilitation Science. This course will provide foundational knowledge that these learners will utilize throughout the rest of their program and as entry-to-practice Occupational Therapists.**

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. Identify the anatomical structures of the head and neck, lower body, trunk, and limbs.
2. Explain the fundamental aspects of gross neuroanatomy relevant to occupational therapy practice.
3. Define the term "occupation" as it relates to human health and well-being.
4. Analyze major theoretical models and frameworks used in occupational therapy.
5. Apply theoretical models to case scenarios, ensuring accessibility and inclusivity in practice discussions.
6. Define the fundamental principles of evidence-based practice (EBP) and their significance in occupational therapy.
7. Formulate clinical questions using the PICO model, demonstrating the ability to identify information needs relevant to practice.
8. Search literature to find evidence that informs occupational therapy interventions effectively.
9. Describe descriptive statistical data used in EBP in occupational therapy practice.
10. Identify and address barriers to implementing evidence-based interventions in diverse clinical settings, promoting effective practice.

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 MOT 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+

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. Exam timetable will be developed internally to the SRS.**

10. **Required text**

Include a bibliography for the course. **Will be provided as syllabus is developed.**

11. **Resources**

11.1 Proposed instructor: **Multiple instructors in our department – integrated course**

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:

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

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

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

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

6. Additional Notes:



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 2027**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **OTH 812**
- 2.2 Academic credit units: **17**
- 2.3 Course Long Title (maximum 100 characters): **Foundations of Occupational Therapy Practice 2**
Course Short Title (maximum 30 characters): **Foundations of OT Practice 2**
- 2.4 Total Hours: Lecture **114** Seminar Lab **114** Tutorial Other
- 2.5 Weekly Hours: Lecture **9.5** Seminar Lab **9.5** Tutorial Other
- 2.6 Term in which it will be offered: T1 **T2** T1 or T2 T1 and T2
- 2.7 Prerequisite: **None. For MOT 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 builds upon concepts that were introduced in Foundations of Occupational Therapy Practice 1. Students will explore how conditions, context, and anatomical changes impact capabilities, enhancing their ability to effectively choose relevant assessments and to design interventions that promote occupational participation within an inclusive practice.

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 Occupational Therapy (OT) program within School of Rehabilitation Science. This course will provide foundational knowledge that these learners will utilize throughout the rest of their program and as entry-to-practice Occupational Therapists.**

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. **Explain the relationship between anatomical structures and capability, analyzing impacts on occupational performance.**
2. **Interpret how diseases affect anatomical structures and potential occupational participation.**
3. **Adapt communication skills for effective interaction with clients of diverse backgrounds and capabilities**
4. **Assess the needs arising from anatomical and functional changes due to various conditions and capability considerations**
5. **Design assessment and intervention strategies that address anatomical and functional challenges, enhancing occupational performance and capability.**
6. **Differentiate between qualitative and quantitative research methodologies.**
7. **Describe the psychometric properties of assessments used in practice.**
8. **Critically appraise research studies and standardized assessments used in practice.**

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 MOT 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+

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. Exam timetable will be developed internally to the SRS.**

10. **Required text**

Include a bibliography for the course. **Will be provided as syllabus is developed.**

11. **Resources**

11.1 Proposed instructor: **Multiple instructors in our department – integrated course**

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
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CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
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IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
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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: **Summer 2027**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **OTH 813.3**
- 2.2 Academic credit units: **3**
- 2.3 Course Long Title (maximum 100 characters): **Bridging Clinical Foundations**
Course Short Title (maximum 30 characters): **Bridging Clinical Foundations**
- 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: T1 T2 T1 or T2 T1 and T2 **Summer**
- 2.7 Prerequisite: **None. For MOT 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):

The purpose of this course is to bridge the gap between foundational knowledge and clinical application for first-year occupational therapy students. Through independent learning and guided activities, students will consolidate their understanding of core concepts, enhancing their readiness for clinical practice.

- 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 Occupational Therapy (OT) program within School of Rehabilitation Science. This course will provide foundational knowledge that these learners will utilize throughout the rest of their program and as entry-to-practice Occupational Therapists.**

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. **Identify and describe the roles and responsibilities of interdisciplinary team members in clinical settings.**
2. **Synthesize and apply foundational knowledge to case studies and simulated scenarios across various topics.**
3. **Analyze and evaluate clinical scenarios to identify appropriate assessment and intervention strategies.**
4. **Demonstrate effective inclusive and culturally sensitive communication skills for interdisciplinary collaboration.**
5. **Engage in reflective discussions and peer feedback to enhance learning and professional growth.**
6. **Recognize and evaluate ethical issues and considerations to make informed decisions in client care situations.**

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 MOT 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+

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. Exam timetable will be developed internally to the SRS.**

10. **Required text**

Include a bibliography for the course. **Will be provided as syllabus is developed.**

11. **Resources**

11.1 Proposed instructor: **Multiple instructors in our department – integrated course**

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 will handle tuition via program tuition, rather than per course/credit unit.**

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: **OTH 911**
- 2.2 Academic credit units: **10**
- 2.3 Course Long Title (maximum 100 characters): **Introduction to Clinical Practice in Occupational Therapy**
Course Short Title (maximum 30 characters): **Intro to Clinical Practice in OT**
- 2.4 Total Hours: Lecture **66** Seminar Lab **66** Tutorial Other
- 2.5 Weekly Hours: Lecture **11** Seminar Lab **11** Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2 **Spring**
- 2.7 Prerequisite: **None. For MOT 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 provides first-year occupational therapy students with a comprehensive understanding of human development, aging, and mental health. Students will learn about the developmental pathways from infancy through adolescence, the changes across body systems during aging, and fundamental mental health concepts. Emphasis will be placed on understanding the interplay between physical, cognitive, emotional, spiritual, and physiological changes on occupational performance.

- 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 Occupational Therapy (OT) program within School of Rehabilitation Science. This course will provide foundational knowledge that these learners will utilize throughout the rest of their program and as entry-to-practice Occupational Therapists.**

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.

Introduction to Occupational Participation - Pediatrics, Adolescence, and Youth

1. **Identify key developmental pathways across physical, cognitive, emotional, and social domains from infancy to adolescence.**
2. **Describe the impact of typical development on occupational function and performance in various environments such as home, school, and community.**
3. **Distinguish between typical and atypical developmental pathways, enhancing observational and assessment skills in pediatric populations.**
4. **Discuss the role of culture and environment in influencing developmental trajectories and occupational outcomes for children and adolescents.**

Introduction to Occupational Participation - Adults and Older Adults

1. **Analyze the typical anatomical, cognitive, and physiological changes across body systems associated with the aging process.**
2. **Evaluate the impact of social determinants of health on the well-being and daily functioning of adults and older adults.**
3. **Apply capability theory to assess and address the diverse needs of aging individuals in occupational therapy practice.**
4. **Create inclusive intervention plans that consider changes in body systems and the influence of social determinants of health, enhancing occupational performance and independence.**
5. **Assess the interplay between anatomical, cognitive, and physiological changes and the social determinants of health, ensuring comprehensive care strategies for adults and older adults.**

Introduction to Occupational Participation and Mental Health

1. **Define key concepts and terminology related to mental health and challenges in occupational therapy.**
2. **Explain the role of occupational therapy in supporting individuals with mental health challenges.**
3. **Identify and use basic assessment processes and techniques relevant to mental health.**
4. **Develop person-centered, inclusive intervention strategies to enhance recovery and occupational engagement.**
5. **Reflect on the ethical and professional responsibilities when working in mental health settings.**

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 MOT 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+
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. Exam timetable will be developed internally to the SRS.**
10. **Required text**
Include a bibliography for the course. **Will be provided as syllabus is developed.**
11. **Resources**
- 11.1 Proposed instructor: **Multiple instructors in our department – integrated course**
- 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 will handle tuition via program tuition, rather than per course/credit unit.**

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
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IN3	Internship - General	SUP	Teacher Supervision
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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:

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

5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

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

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

6. Additional Notes:

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: **Fall 2027**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **OTH 912.9**
- 2.2 Academic credit units: **9**
- 2.3 Course Long Title (maximum 100 characters): **Advanced Occupational Therapy Clinical Practice: Children, Adolescents, and Youth**
Course Short Title (maximum 30 characters): **OT: Child Adolescent & Youth**
- 2.4 Total Hours: Lecture **48** Seminar Lab **48** Tutorial Other
- 2.5 Weekly Hours: Lecture **4** 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. For MOT 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):

The purpose of this course is to advance the clinical practice and theoretical knowledge of occupational therapy students when working with children, adolescents, and youth. Students will build on foundational concepts to develop clinical skills for addressing developmental, mental health, cognitive, spiritual, physical, and psychosocial challenges in these age groups. Emphasis will be placed on evidence-based practices, assessment, therapeutic techniques, and interdisciplinary collaboration.

- 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 Occupational Therapy (OT) program within School of Rehabilitation Science. This course will provide foundational knowledge that these learners will utilize throughout the rest of their program and as entry-to-practice Occupational Therapists.**

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. **Determine relevant assessments tools and strategies for various challenges experienced by the pediatric, adolescent and youth population.**
2. **Conduct comprehensive assessments of occupational performance in children, adolescents, and youth using relevant assessment techniques.**
3. **Design inclusive, individualized intervention plans that address the diverse developmental, mental, physical, and psychosocial needs of young clients.**
4. **Implement evidence-based interventions to enhance participation and engagement across various settings and activities.**
5. **Analyze the effectiveness of intervention strategies and adjust plans to meet evolving needs.**
6. **Collaborate with families, educators, and healthcare professionals to ensure holistic care and support for young clients.**
7. **Advocate for policies and practices that promote access to occupational therapy services for children, adolescents, and youth.**
8. **Reflect on personal and societal biases to provide equitable and culturally relevant 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 MOT 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+

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. Exam timetable will be developed internally to the SRS.**

10. **Required text**

Include a bibliography for the course. **Will be provided as syllabus is developed.**

11. **Resources**

11.1 Proposed instructor: **Multiple instructors in our department – integrated course**

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
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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**
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5. List Mutually-Exclusive Course(s) here:

Mutually exclusive courses have similar content such that students cannot receive credit for both.

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

6. Additional Notes:

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: **Fall 2027**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **OTH 913.9**
- 2.2 Academic credit units: **9**
- 2.3 Course Long Title (maximum 100 characters): **Advanced Occupational Therapy Clinical Practice: Adults and Older Adults**
Course Short Title (maximum 30 characters): **OT: Adults and Older Adults**
- 2.4 Total Hours: Lecture **48** Seminar Lab **48** Tutorial Other
- 2.5 Weekly Hours: Lecture **4** 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. For MOT 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):

The purpose of this course is to enhance second-year occupational therapy students' clinical skills and knowledge in working with adults, older adults, and individuals with neurological challenges. This course is built upon the foundational knowledge acquired during their first year and aims to prepare students to apply effective and inclusive practices in diverse settings.

- 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 Occupational Therapy (OT) program within School of Rehabilitation Science. This course will provide foundational knowledge that these learners will utilize throughout the rest of their program and as entry-to-practice Occupational Therapists.**

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. Review and integrate neuroanatomical knowledge to inform assessments and intervention planning for neurological populations.
2. Perform comprehensive Assessment of adults, older adults and individuals with neurological challenges using specialized occupational therapy tools and techniques to determine the functional abilities.
3. Formulate individualized, culturally inclusive intervention plans that address the unique needs of neurological populations.
4. Apply advanced therapeutic techniques and interventions to improve motor, cognitive, and psychosocial functions.
5. Utilize assistive technologies and adaptive equipment effectively in enhancing occupational engagement and independence.
6. Identify the social, mental, physical, and psychosocial environmental factors that affect occupational engagement for adults, older adults and those with neurological challenges.
7. Evaluate diverse occupational therapy assessment tools and techniques for adults and older adults' physical and cognitive health.
8. Develop comprehensive, culturally relevant intervention plans that address the unique needs of aging populations.
9. Analyze case studies to identify challenges and solutions in delivering occupational therapy to diverse adult and aging communities.
10. Critique the role of policy and systems in shaping occupational therapy practices with the adults transitioning to older adults.
11. Develop individualized, inclusive intervention plans that address the specific occupational needs of diverse adult and older adult clients.
12. Implement innovative, evidence-based therapeutic interventions to enhance occupational performance and quality of life.
13. Evaluate the outcomes of occupational therapy interventions to ensure effectiveness and make necessary adjustments.
14. Collaborate effectively with clients, families, and interdisciplinary teams to support the health and wellness and holistic care for individuals with neurological challenges, of adults and older adults.
15. Apply ethical principles and cultural competence in practice to ensure relevant and equitable care.
16. Engage in reflective practice to continuously improve clinical skills and adapt to the evolving needs of aging populations from diverse backgrounds.

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 MOT 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+

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. Exam timetable will be developed internally to the SRS.**

10. **Required text**

Include a bibliography for the course. **Will be provided as syllabus is developed.**

11. **Resources**

11.1 Proposed instructor: **Multiple instructors in our department – integrated course**

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 will handle tuition via program tuition, rather than per course/credit unit.**
- 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: **Fall 2027**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **OTH 914.9**
- 2.2 Academic credit units: **9**
- 2.3 Course Long Title (maximum 100 characters): **Advanced Occupational Therapy Clinical Practice: Mental Health**
Course Short Title (maximum 30 characters): **OT: Mental Health**
- 2.4 Total Hours: Lecture **48** Seminar Lab **48** Tutorial Other
- 2.5 Weekly Hours: Lecture **4** 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. For MOT 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):

The purpose of this course is to provide second-year occupational therapy students with advanced skills and knowledge to effectively support individuals facing mental health challenges. The course builds upon foundational concepts of mental health covered in the first year to develop advanced assessment and intervention techniques using inclusive practices in various settings.

- 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 Occupational Therapy (OT) program within School of Rehabilitation Science. This course will provide foundational knowledge that these learners will utilize throughout the rest of their program and as entry-to-practice Occupational Therapists.**

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. **Assess mental health challenges using advanced occupational therapy frameworks and tools, considering individuals' diverse backgrounds and experiences.**
2. **Assess the impact of co-occurring disorders or challenges on occupational performance and use critical inquiry to plan and evaluate treatment with a holistic approach.**
3. **Design inclusive interventions that enhance the occupational performance of individuals experiencing mental health challenges.**
4. **Implement evidence-based therapeutic strategies to support mental health recovery and resilience.**
5. **Evaluate case studies and clinical scenarios to identify best practices and adapt interventions to meet diverse needs.**
6. **Synthesize knowledge of mental health advocacy within occupational therapy practices to promote access to care.**
7. **Collaborate effectively with interdisciplinary teams to provide comprehensive mental health care.**
8. **Reflect on personal values and biases to ensure inclusive and ethically sound occupational therapy practices in mental health settings.**

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 MOT 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+

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. Exam timetable will be developed internally to the SRS.**

10. Required text

Include a bibliography for the course. **Will be provided as syllabus is developed.**

11. Resources

11.1 Proposed instructor: **Multiple instructors in our department – integrated course**

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 will handle tuition via program tuition, rather than per course/credit unit.**

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 and Summer 2028**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **OTH 915**
- 2.2 Academic credit units: **9**
- 2.3 Course Long Title (maximum 100 characters): **Research and Scholarship: Capstone Project & Consolidation of Evidence Informed OT Practice**
Course Short Title (maximum 30 characters): **Capstone Project**
- 2.4 Total Hours: Lecture **96** Seminar Lab **96** Tutorial Other
- 2.5 Weekly Hours: Lecture **8** Seminar Lab **8** Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2 **Spring and Summer**
- 2.7 Prerequisite: **None. For MOT 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 consolidates students' understanding and application of evidence-informed practice in occupational therapy, culminating in a comprehensive capstone project. This course aims to prepare students for professional practice by enhancing their skills in research, critical thinking, and project management while fostering professional citizenship and engagement with the occupational therapy field.

- 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 Occupational Therapy (OT) program within School of Rehabilitation Science. This course will provide foundational knowledge that these learners will utilize throughout the rest of their program and as entry-to-practice Occupational Therapists.**

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 evidence-based research to identify best practices within the occupational therapy field.**
2. **Evaluate the effectiveness of occupational therapy interventions using critical appraisal techniques.**
3. **Create and present a comprehensive capstone project that demonstrates integration of research evidence, clinical expertise, and client values to address a real-world problem in occupational therapy.**
4. **Demonstrate professional citizenship through active engagement with the occupational therapy community, including participation in professional events and networks.**
5. **Develop project management skills by planning, organizing, and executing a capstone project from inception to completion.**
6. **Integrate ethical and inclusive practices in the development of occupational therapy interventions that respect and value diverse client populations.**

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 MOT 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+

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. Exam timetable will be developed internally to the SRS.**

10. **Required text**

Include a bibliography for the course. **Will be provided as syllabus is developed.**

11. **Resources**

11.1 Proposed instructor: **Multiple instructors in our department – integrated course**

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



**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: **OTH 905**
- 2.2 Academic credit units: **6 (1 cu = 37.5 hours of clinical placement)**
- 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 MOT 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 occupational therapy. Focused on diverse cases, this placement fosters independent case management and interprofessional teamwork, solidifying professional identity as students provide therapeutic processes to a more complex caseload.

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 Occupational Therapy (MOT) 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 members are onboarded and further develop curriculum.

1. **Manage complex occupational therapy cases with minimal supervision.**
2. **Demonstrate effective communication strategies for interprofessional collaboration and client collaboration.**
3. **Develop and execute client-centered intervention plans for diverse populations.**
4. **Evaluate the outcomes of interventions and modify plans as necessary.**
5. **Demonstrate evidence based culturally relevant practices.**
6. **Demonstrate decision-making and critical inquiry relevant to occupational therapy practice relevant to the context of the client and their individual needs.**
7. **Use ethical principles and adhere to legal requirements in occupational therapy practice.**
8. **Integrate constructive feedback into performance.**
9. **Integrate previous academic and clinical placement experiences with current experiences.**
10. **Demonstrate independent work skills including time management and caseload prioritization.**
11. **Participate in professional development activities.**

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? **Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes. Required by the OT 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: **OTH 906**
- 2.2 Academic credit units: **6 (1 cu = 37.5 hours of clinical placement)**
- 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***

***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 MOT 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 occupational therapy. 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 Occupational Therapy (OT) 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, autonomy and readiness for independent practice.

4. **Please list the learning objectives for this course:**
Note that these learning objectives are preliminary and will be updated as faculty members are onboarded and further develop curriculum.
 1. **Manage a caseload independently, ensuring ethical, culturally relevant care and timely outcomes.**
 2. **Provide and evaluate specialized interventions that align with best practices in occupational therapy.**
 3. **Reflect on and articulate a professional identity rooted in occupational therapy 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.**
 6. **Participate in professional development activities.**

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? **Does not apply.**
 - 6.3 Is this course to be required by your majors, or by majors in another program? **Yes.**
Required by the OT 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 is 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: **Winter 2028**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **OTH 904**
- 2.2 Academic credit units: **6 (1 cu = 37.5 hours of clinical placement)**
- 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***

***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 MOT student 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 their knowledge and skills of occupational therapy. This clinical placement focuses on complex OT interventions, enhancing clinical reasoning and decision-making. It prepares students for more autonomous roles and strengthens competencies critical to OT functions. This course is designed to provide diverse experiences 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 Occupational Therapy (OT) program within School of Rehabilitation Science.**

This clinical placement focuses on complex OT interventions, enhancing clinical reasoning and decision-making. It prepares students for more autonomous roles and strengthens competencies critical to OT 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 members are onboarded and further develop curriculum.

1. Demonstrate and apply professional knowledge, skills, and attitudes when working with diverse populations.
2. Apply inclusive practices during all therapeutic processes including referral analysis, assessment, planning, implementation and evaluation of intervention, discharge planning and follow up to address client needs.
3. Demonstrate decision-making and critical inquiry relevant to occupational therapy practice relevant to the context of the client and their individual needs.
5. Use ethical principles and adhere to legal requirements in occupational therapy practice.
6. Integrate constructive feedback into performance.
7. Integrate previous academic and clinical placement experiences with current experiences.

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? **Does not apply.**

6.3 Is this course to be required by your majors, or by majors in another program? **Yes. Required by the OT 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 is 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 2026 (across all terms)**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **OTH 990**
- 2.2 Academic credit units: **0**
- 2.3 Course Long Title (maximum 100 characters): **Occupational Therapy Professional Development**
Course Short Title (maximum 30 characters): **Occupational Therapy Professional Development**

2.4 Total Hours: Lecture Seminar Lab Tutorial **Other: 0**

2.5 Weekly Hours: Lecture Seminar Lab Tutorial **Other: 0**

2.6 Term in which it will be offered: **Term 1 and 2 Continuous enrolment throughout the duration of the program.**

2.7 Prerequisite: **None. For MOT 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 the Competencies for Occupational Therapists in Canada.

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 Occupational Therapy (OT) 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 reflective health care professional.

- 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 MOT 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.

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. **Will be provided as the syllabus is developed.**
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) N/A

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/Winter to inform the contents of this proposal.

Stakeholder	Meeting Date
School of Rehabilitation Science (SRS) Clinical Education Lead	8/13/2024
Executive Director & Registrar Saskatchewan College of Occupational Therapists (SCOT) – Regulatory Body	8/13/2024
Director of Canadian Association of Occupational Therapists CAOT-SK	8/13/2024
Director of Accreditation-Canadian Association of Occupational Therapists (CAOT)	8/16/2024
Chair, Associate Professor University of Alberta Department of Occupational Therapy	8/16/2024
Academic Fieldwork Coordinator University of Alberta Department of Occupational Therapy	8/22/2024
Sask Starters Community of Practice	8/27/2024
Clinical Director/Occupational Therapist -Theraplay	8/28/2024
Senior Instructor Dalhousie School of Occupational Therapy	9/4/2024
Occupational Therapy Council - Regina	9/10/2024
Occupational Therapy Advisory Council - Saskatoon	9/12/2024
Associate Professor University of Manitoba MOT program	9/13/2024
Operational Stress and Injury Clinic	9/16/2024
Chair of Admissions University of Alberta Department of Occupational Therapy	9/17/2024
Faculty University of Alberta Department of Occupational Therapy – Edmonton Campus – Site Visit	9/19/2024
Director and Professor School of Occupational Therapy University of Western Ontario	9/23/2024
Director of Canadian Association of Occupational Therapists CAOT-SK	9/23/2024
Associate Professor School of Occupational Therapy University of Western Ontario	9/24/2024
Assistant Dean, Research and Support Services Health Sciences Library - USask	9/25/2024
Chair, Professor Occupational Science & Occupational Therapy University of Toronto	9/27/2024
Indigenous Initiatives Coordinator School of Rehabilitation Science	9/27/2024
Manager of Professional Practice – Occupational Therapy – Saskatchewan Health Authority	10/1/2024
Occupational Therapists CBI Health	10/3/2024
Director of Clinical Learning Services CLRC - USask	10/4/2024
Academic Fieldwork Coordinator, University of Manitoba MOT program	10/9/2024
Senior Occupational Therapist GEM	10/9/2024

Stakeholder	Meeting Date
SRS Admissions Committee Chair MPT Program	10/11/2024
Department of Anatomy, Physiology, and Pharmacology	10/17/2024
Department of Psychology	10/17/2024
Saskatchewan Health Authority Conference Presentation	10/18/2024
Director or Accreditation-Canadian Association of Occupational Therapists (CAOT)	10/23/2024
Director of Canadian Association of Occupational Therapists CAOT-SK	10/23/2024
Associate Professor University of Manitoba MOT program – Site Visit	10/29/2024
SRS Clinical Education Unit	10/31/2024
Director of Clinical Learning Services, CLRC - USask	10/31/2024
Holistic Admissions Advisor, Acuity	11/1/2024
Executive Director & Registrar Saskatchewan College of Occupational Therapists (SCOT) – Regulatory Body	11/5/2024
Professor & Department Head Occupational Science and Occupational Therapy University of British Columbia	11/5/2024
Associate Chair University of Alberta Department of Occupational Therapy	11/5/2024
Faculty University of Alberta Department of Occupational Therapy – Augusta Campus Site Visit	11/6/2024
SRS Admissions Committee Chair - MPT	11/7/2024
Senior Occupational Therapist Wascana Rehab	11/12/2024
Manager and Occupational Therapists – Home Care, Saskatchewan Health Authority - Saskatoon	11/13/2024
Academic Fieldwork Coordinator University of Alberta Department of Occupational Therapy	11/13/2024
Professor Emeritus Occupational Science and Occupational Therapy University of British Columbia	11/13/2024
SRS Executive Curriculum Committee Chair	11/14/2024
Director Continuing Education in Rehabilitation Science (CERS)	11/14/2024
Continuing Education Unit School of Rehabilitation Science	11/15/2024
Manager of Home Care Regina South – Saskatchewan Health Authority	11/19/2024
SRS nistotamawin circle	11/20/2024
Director or Accreditation-Canadian Association of Occupational Therapists (CAOT)	11/21/2024
Occupational Therapist - Mental Health Saskatchewan Health Authority	11/22/2024
Rehabilitation Coordinator, Senior Occupational Therapists-Home Care Regina South – Saskatchewan Health Authority	11/26/2024
Professor Emeritus Occupational Science and Occupational Therapy University of British Columbia	12/2/2024
Manager of Interprofessional Practice Therapies Regina General hospital	12/3/2024

Stakeholder	Meeting Date
College of Kinesiology	12/4/2024
College of Graduate and Postdoctoral Studies	12/5/2024
Lecturers in Anatomy for current MPT program	12/6/2024
Canadian Centre for Rural and Agricultural Health (CCRAH)	1/13/2025
College of Nursing	1/22/2025
College of Pharmacy & Nutrition	1/23/2025
College of Education	1/27/2025
College of Arts & Science	1/29/2025

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. These letters will be incorporated into the final document that will be compiled for our Academic Programs Committee submission.

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
Saskatchewan College of Occupational Therapists
Canadian Association of Occupational Therapists
College of Nursing
Department of Linguistics
College of Dentistry
College of Kinesiology
Department of Pediatrics
College of Pharmacy & Nutrition
Canadian Centre for Rural and Agricultural Health

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, LLM, 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 8, 2024

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
Saskatoon, SK, S7N 5E5

RE: Support for the development of the Occupational Therapy 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 Occupational Therapy 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



Canadian Association of Occupational Therapists
Association canadienne des ergothérapeutes

Monday, November 18, 2024

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5
Via email: liz.kuley@usask.ca

RE: Support for the development of Occupational Therapy Program

Dear Dr. Forgie,

On behalf of the Canadian Association of Occupational Therapists (CAOT) and the Saskatchewan chapter of the Canadian Association of Occupational Therapists (CAOT-SK), please accept this letter of support for the School of Rehabilitation Science, University of Saskatchewan, of their proposal to create an occupational therapy program in Saskatchewan.

The development of this program for Saskatchewan residents has the potential to make real change by advancing the recruitment and retention of occupational therapy providers in both rural and remote areas throughout the province, including our northern communities. This is a unique opportunity to build a program to meet the needs of the people of Saskatchewan, while supporting the occupational therapist (OTs) who are trained here to remain in the province to practice.

Workforce data collected by the Canadian Institute for Health Information (CIHI) in 2022 shows that Saskatchewan has the second lowest number of OTs per capita in Canada (only higher than Nunavut). The creation of an occupational therapy program at the University of Saskatchewan will address this shortage and allow for greater access to critical occupational therapy services that serve Saskatchewan's population needs, including primary care access, mental health support, and management of chronic conditions. This initiative would help stabilize the rural and remote workforce and improve team-based care.

A true interdisciplinary program at the School of Rehabilitation Science will assist with the development of a more comprehensive model of care incorporating health promotion, prevention, and continuous care.¹ This program has the potential to directly improve health outcomes in underserved communities and divert resources away from acute care/emergency rooms.

In addition, inter-professional collaboration during the entry to practice training for OTs would be ideal alongside the already existing physical therapy program and proposed speech language pathology program as these three professions have shown to have a greater impact when the students are trained together. Evidence has shown that collaborative practice between different health care professionals can produce positive results, such as improvements in patient access, the quality of services delivered, professional job satisfaction, and workplace productivity.²



Canadian Association of Occupational Therapists
Association canadienne des ergothérapeutes

We applaud this very important initiative and offer our full support. CAOT is the national organization that supports more than 20,000 occupational therapists (OTs) and occupational therapy assistants (OTAs) who work or study in Canada. CAOT's mission is to advance excellence in occupational therapy. CAOT also serves as a steward and safeguard of the profession by accrediting occupational therapy programs in Canada and administering the National Occupational Therapy Certification Exam (NOTCE).

CAOT-SK represents more than 400 occupational therapists in Saskatchewan through supporting practice, providing professional development, advocacy, and membership services. Should you require additional information to successfully implement this program, we would be pleased to assist you. You may contact Irving Gold at IGold@caot.ca or Christine Fleming at cfleming@caot.ca to make this request.

We wish the University of Saskatchewan and the province every success with this endeavor.

Sincerely,

Irving Gold
Chief Executive Officer
Canadian Association of Occupational Therapists

Christine Fleming, OTReg(SK)
Regional Director
CAOT-Saskatchewan

Cc: Dr. Brenna Bath
Liz Kuley
Tami Turner

1 Freund, T., Everet, C., Griffiths, P., Hudon, C., Naccarella, L., & Laurant, M. (2015). Skill mix, roles and remuneration in the primary care workforce: Who are the healthcare professionals in the primary care teams across the world? *International Journal of Nursing Studies*, 52(3), 727- 743. <https://doi.org/10.1016/j.ijnurstu.2014.11.014>

2 Rumball-Smith, J., Wodchis, W. P., Koné, A., Kenealy, T., Barnsley, J., & Ashton, T. (2014). Under the same roof: Co-location of practitioners within primary care is associated with specialized chronic care management. *BMC Family Practice*, 15(149). <http://doi.org/10.1186/1471-2296-15-149>



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

OT Program Proposal Page 175 of 209
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

OT Program Proposal Page 176 of 209

E2200 Health Sciences 104 Clinic Place

Saskatoon SK S7N 2Z4 Canada

Telephone: **306-966-2042**

A handwritten signature in blue ink, appearing to read '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





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.



306-966-6327

pharmacy-nutrition@usask.ca



UNIVERSITY OF SASKATCHEWAN

**College of Pharmacy
and Nutrition**

PHARMACY-NUTRITION.USASK.CA

 pharmacy-nutrition.usask.ca

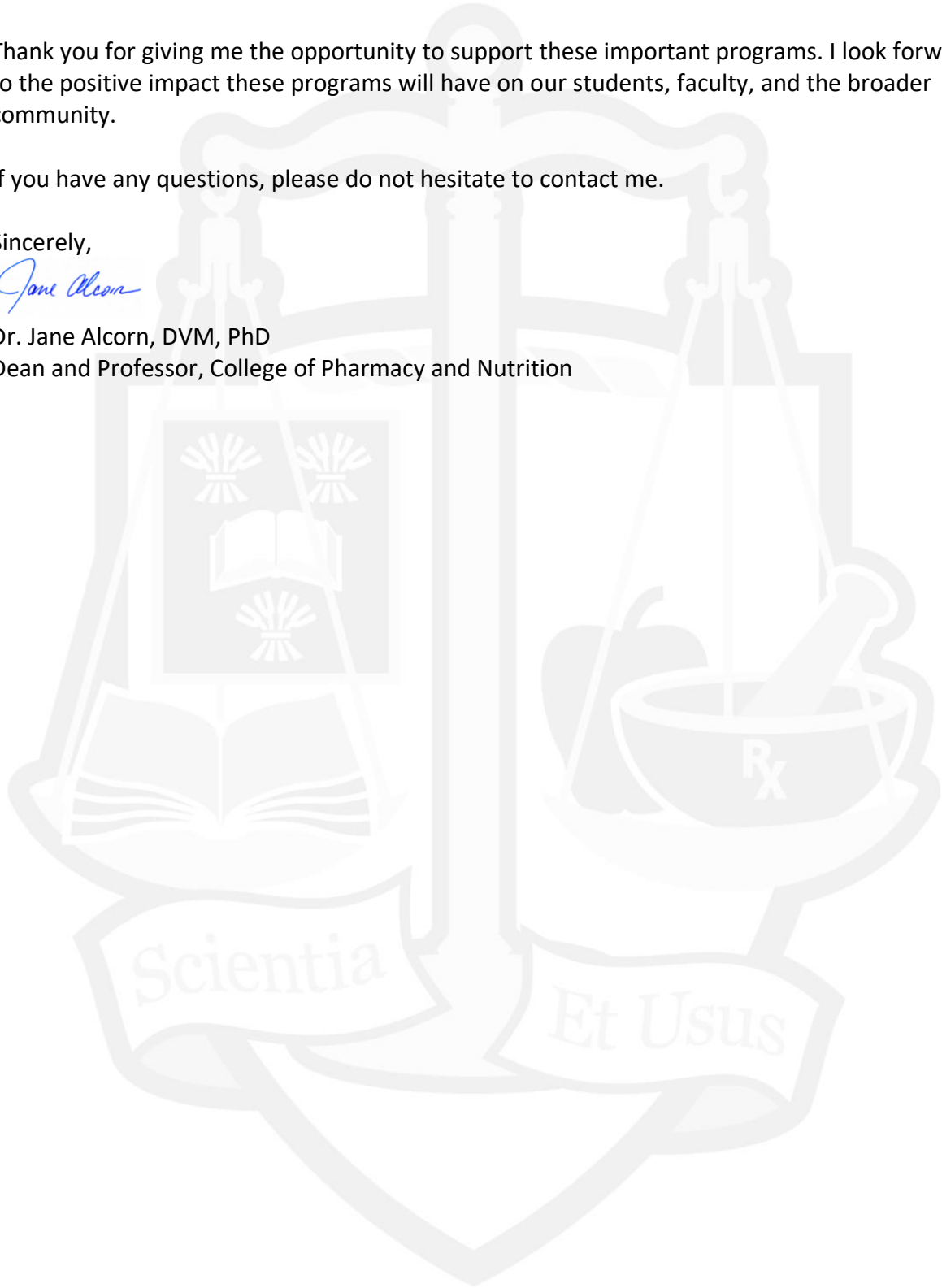
Thank you for giving me the opportunity to support these important programs. I look forward to the positive impact these programs will have on our students, faculty, and the broader community.

If you have any questions, please do not hesitate to contact me.

Sincerely,

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

Support for Occupational Therapy 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 Occupational Therapy program in the School of Rehabilitation Sciences.

Occupational Therapy is a highly specialized branch of rehabilitative medicine that requires training in multiple areas of expertise focusing on upper extremity function, instrumental activities of daily living, assistive equipment and cognitive assessment. Occupational Therapists play a key role in the delivery of multi and interdisciplinary care within the rehabilitation team setting. A successful program will require the support of both the University of Saskatchewan and engagement of community health care practitioners. The strong reputation of the School of Rehabilitation Sciences for commitment to evidence based health care excellence, proven record of graduate retention and visionary leadership places it in a unique position to deliver the Occupational Therapy program in the province.

The funding announcement could not have come at a better time as health care is facing a crisis in the delivery of rehabilitation services both in the acute and community care settings. The School of Rehabilitation Sciences and the University of Saskatchewan can help to fill the enormous gap that exists for Occupational Therapists in the Province. Currently, our primary source of Occupational Therapists in Saskatchewan comes from reserved seats purchased through the University of Alberta. Although this has been successful in addressing the needs of people with disabilities in Saskatchewan, there remains a great need for their care.

Health care professionals tend to work and live close to where they have trained. As these individuals are highly sought after by many jurisdictions outside the province, by developing our own program, we will be creating a “made in Saskatchewan” solution that will squarely address issues of recruitment and retention of Occupational Therapists in the Province of Saskatchewan.

Although creating a new program comes with enormous challenges, it is my view that this is a very good investment of the College of Medicine University of Saskatchewan’s resources that will ensure growth and sustainability of the School of Rehabilitation Sciences and Health Care for many years to come.

Yours Sincerely,

A handwritten signature in black ink, appearing to read 'Gary Linassi', written over the closing '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 Occupational Therapy 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 Occupational Therapy (OT) Program at the University of Saskatchewan. The College of Kinesiology has had a long and productive relationship with the School of Rehabilitation Sciences via Physiotherapy and we are excited at the prospect of OT being added to the list of programs at USask.

Rehabilitation Sciences share many values, underlying concepts and interests with Kinesiology. This is exemplified by the large number of past and current research collaborations between these units, including projects investigating exercise physiology, motor control, and biomechanics to social psychology, wellness and determinants of health. The addition of an OT program would provide a new set of opportunities to work together to investigate both basic and applied health science questions whose answers could benefit a wide range of populations in Saskatchewan.

A Bachelor of Science in Kinesiology provides an excellent grounding in the science of human movement and aligns well with the requirements of an OT program. OT is a highly desired next step for many of the graduates from the College of Kinesiology. The option to study OT 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 OT 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





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://jessestewart.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.

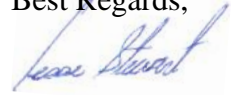
Given the shared focus on language and communication sciences, we anticipate significant opportunities for interdisciplinary collaboration. Faculty from both programs could engage in joint research initiatives, exploring topics such as language development, speech perception, and communication disorders. 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
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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

Thursday, December 5, 2024

Dear Dr. Forgie,

I am writing to express support on behalf of the Department of Family Medicine for the development of an Occupational Therapy Program in the School of Rehabilitation Science

As physicians who work in primary, we have the privilege of working closely with patients to address their diverse health needs. In this capacity, we witness how occupational therapy helps to bridge the gap between clinical treatment and functional living. Therapists help patients adapt to their environments, recover skills, and develop strategies to lead fulfilling lives despite physical or cognitive challenges. Occupational therapists enhance the ability of healthcare teams to empower patients to maintain and regain autonomy by focusing on activities of daily living such as dressing, bathing, cooking, and managing finances. They also contribute to addressing chronic illnesses such as diabetes, arthritis, and COPD by teaching strategies to adapt routines and environments to minimize the impact of these conditions.

As individuals working closely with patients in the community, we experience the impact of our current shortage of occupational therapists. Establishing an occupational therapy training program in our province will help increase the availability of qualified providers who can work collaboratively with expanding interprofessional teams in primary care.

A program of this nature also will expand opportunities for interprofessional education, fostering collaboration among healthcare disciplines and enhancing the overall quality of care. We look forward to the opportunity to collaborate on opportunities for interprofessional teaching and education amongst our family medicine undergraduate and postgraduate learners and occupational therapy students.

Introducing an Occupational Therapy program is a significant step toward improving healthcare accessibility and quality in Saskatchewan. This initiative would not only meet the growing demand for OT services but also contribute to more inclusive and collaborative care models that benefit our patients and communities. We are eager to support this endeavour and look forward to exploring ways to collaborate to advance interprofessional education and patient care.

Yours sincerely,

A handwritten signature in blue ink that reads "K. Lawrence".

Kathy Lawrence MD CCFP FCFP
Associate Professor and Provincial Head



Wednesday, December 4, 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,

As the executive director and registrar of the Saskatchewan College of Occupational Therapists (SCOT), I am pleased to provide a letter of continued support on behalf of our organization, for the development of both the occupational therapy and speech language pathology programs at the University of Saskatchewan.

The Saskatchewan College of Occupational Therapists is the governing body responsible for regulating the practice of occupational therapy in Saskatchewan, to ensure Saskatchewan residents receive safe, ethical, and competent care. Our role is to protect the public by ensuring only qualified people are eligible to obtain a licence to practise occupational therapy in Saskatchewan. We support occupational therapists in maintaining their competency through our mandatory continuing competency program, and we investigate complaints and discipline members as matters are brought forward to the College.

SCOT recognizes the value of the occupational therapy profession within Saskatchewan, particularly in the healthcare sector. We acknowledge that occupational therapists work in a wide variety of areas and work collaboratively with many other professionals in team-based models of care. We understand the importance of Saskatchewan residents being able to access quality care from occupational therapists in a timely manner.

The development of an occupational therapy program will assist with increasing the number of occupational therapists in the province of Saskatchewan as a way of contributing to Saskatchewan's human health resource needs. A program will also strengthen the association between occupational therapy clinicians and research related to the profession. This program will create opportunities for Saskatchewan residents to train closer to their communities and has the potential to increase the diversity of the profession, which will be beneficial for those receiving services.

Our organization will continue to be engaged with the University of Saskatchewan to collaborate on common areas of interest. We will be prepared to communicate with faculty and students on regulatory matters as invited, and will be involved at the appropriate level of program accreditation processes.

We look forward to supporting the University of Saskatchewan as appropriate through the development of both programs. If you require any additional information from our organization, please contact us at 306-956-7768.

Sincerely,

A handwritten signature in black ink, appearing to read 'Sherry Just', written in a cursive style.

Sherry Just, Executive Director / Registrar
Saskatchewan College of Occupational Therapists

Cc: Dr. Brenna Bath
Liz Kuley



UNIVERSITY OF SASKATCHEWAN

College of Nursing

NURSING.USASK.CA

College of Nursing OT Program Proposal Page 189 of 209

University of Saskatchewan Health Science Building -

1A10, Box 6 107 Wiggins Road Saskatoon, SK S7N 5E5

Telephone: (306) 966-6221 Facsimile: (306) 966-6621

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 black ink 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.

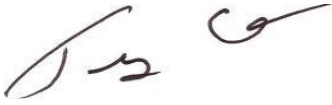
Having these training programs within our province is crucial. It increases the likelihood that trainees will remain in Saskatchewan, which is vital to meet the needs of children and families across the province, particularly in our northern and other rural and remote communities where we currently see 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 dark 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

February 19, 2025

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan
107 Wiggins Road
Saskatoon, SK, S7N 5E5

RE: Support for the development of an Occupational Therapy Program


Dear Dr. Forgie,

I am pleased to provide a letter of support in the development of an Occupational Therapy Program. Our Canadian Centre for Rural and Agricultural Health (CCRAH) is a USask research Centre with a mandate to empower and support people to live healthy and safe in rural and agricultural settings. We undertake our mission through research in health and safety of rural people and agricultural producers, and translating the research evidence into resources, programs, and services to support the health and safety of rural people.

A USask Occupational Therapy program would bring great value to advancing the mission of our Centre. Occupational Therapy is an important component to support safe working and living and is a profession that is sorely underrepresented in rural practice and in rural research. Occupational therapy could play a strong role in the research translation programs of CCRAH including, but not limited to, our rural dementia action research, ergonomics, One2One farmer programming, industrial hygiene, and rural health programs. Our Centre infrastructure could help support new faculty in their research programs as well as potentially supporting access to our research and clinical program participants.

I am happy to provide any additional information if necessary.

Sincerely,



Shelley Kirychuk, BScN, MSc, MBA, PhD
Director

Cc: Dr. Brenna Bath
Liz Kuley

November 4, 2024

Dr. Sarah Forgie
Dean, College of Medicine
University of Saskatchewan

RE: Support for the development of an Occupational Therapy at the University of Saskatchewan

Please accept this letter in support of the development of the Occupational Therapy Program at the University of Saskatchewan. Delivering a training program 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 Occupational Therapists. Interprofessional training is a requirement for these students as part of the accreditation standards set out by the Canadian Psychological Association, and having a training program in Occupational Therapy would be an asset to the Clinical Program in meeting its interprofessional training requirements.

There are possibilities for interprofessional training in the Rural and Remote Memory Clinic, a clinic led by Dr. Megan O'Connell, a Professor in Psychology & Health Studies. The Rural and Remote Memory Clinic would benefit from a faculty lead from Occupational Therapy and could be a fruitful interprofessional training ground for Occupational Therapy Students focusing on practice in a context of neurological conditions such as dementia. Dr. O'Connell also has had research collaborations with Occupational Therapists due to common interests in cognitive rehabilitation and cognitive assessment and together they could innovate how to do functional assessments for rural families, as one example.

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 Occupational Therapy.

Sincerely,



Karen Lawson, PhD CE
Professor and Department Head

Cc: Dr. Brenna Bath; Liz Kuley



Department of Surgery
 B419 Health Sciences Building
 107 Wiggins Road, Saskatoon, SK, S7N 5E5, Canada
 Telephone: 306 966 8641 Facsimile: 306 966 8026
 E-mail: surgery.dept@usask.ca

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,

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					
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						
	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	Comments
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 contuning 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, if known						
Domestic tuition rate per student		\$ 12,603.00	\$ 12,981.09	\$ 13,370.52	\$ 13,771.64	based on MPT tutition 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, if known						
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 d						
(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, work	\$ 4,400,000.00					
Equipment, including IT (e.g. hardware, software, lab mat	\$ 900,000.00					
Faculty and Student Recruitment	\$ 18,000.00	\$ 20,000.00				
Marketing and Promotion, if not using centralized services						
Curriculum Development, if not using centralized se	\$ 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	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 Occupational Therapy
- 1.2. Short form (degree abbreviation): MOT
- 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 Occupational Therapy (MOT) 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 current USask library search library's occupational therapy print and e-book monograph collection were compared with the Dalhousie University, University of Manitoba, and McMaster University library collections as these institutions have comparably sized programs (annual intakes of 66, 50, and approximately 65 students respectively). Their library collections were searched via their discovery layers. The USask library's occupational therapy monograph

collection is approximately half the size of its comparator libraries and has 24-42% fewer books published in 2014 and later. Table 1 provides a summary of the findings.

Table 1. Comparison USask monograph holdings to comparator institutions.

Library Searched	Total	Published 2014+
USask	534	245
Dalhousie	1066	322
Manitoba	1059	419
McMaster	966	376

*Results can include print/e-book duplication, the same e-book from multiple sources, and different editions.

To assess current needs, USask library's monograph holdings were compared with a random sample of 190 occupational therapy monographs published between 2022 and 2024 held by Dalhousie, University of Manitoba, and McMaster libraries. 52% (98) of the titles were held by USask. Of the 65 occupational therapy monographs with 2023 and 2024 publication dates in the USask library, 74% (48) are e-books from Springer front or backlist collections or a Taylor & Francis/Routledge Evidence Based Acquisitions license.

Journals

A USask library catalogue search showed 25 journals with the subject heading *Occupational Therapy – Periodicals*. There are also other journals with broader subject headings, e.g. rehabilitation (55), physical therapy (91), sports medicine (124) that may include articles relevant to occupational therapy.

Compared to Canadian university libraries with similar sized occupational therapy programs, USask library has:

- 45% (30) of 67 journals at Dalhousie University
- 56% (33) of 59 journals at University of Manitoba
- 46% (32) of 69 journals at McMaster University

USask also has 60% (36) of 60 journals at University of Toronto, which has the largest occupational therapy program in Canada.

USask library has current access to:

- 74% (123) of the 167 journals listed in *Journal Citation Reports*, in the *Clinical Medicine – Rehabilitation* category, incomplete or embargoed access to 21 (34) of the journals and no access to 5% (9) of the journals.
- 62% (72) of the 116 journals indexed in the *PubMed* database under the subject term *Physical and Rehabilitation Medicine* (which includes *Occupational Therapy*); incomplete or embargoed access to 26 titles and no access to 18 titles.
- 72% (23) of the 32 journals indexed in the *Scopus* database under the *Occupational Therapy* subject area; incomplete or embargoed access to five titles; no access to four titles.

The library will be re-joining the Wiley big deal in 2025 which will include access to a key

journal, *Australian Occupational Therapy Journal*. The library currently has access from 1996-2019. It is anticipated that this agreement will also provide access to the content for the gap years.

Attachment 2 (USask OT Journal Holdings Comprehensive) provides a list of occupational therapy journals in the above libraries and indexing/abstracting sources, compared to USask library's collection.

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 occupational therapy. 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 over 3470 dissertations and theses with Occupational Therapy as a main subject heading.

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 synthesis reviews, and scoping 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 Occupational Therapists.

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, the library does not have a fund to collect monographs and journals to support teaching and research in occupational therapy. Monographs with occupational therapy content to date have been 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 occupational therapy learning and research.

The USask library's occupational therapy monograph collection is just over half the size of most 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 \$5,000 CDN to purchase relevant older monographs, and ongoing funding of approximately \$8,100 be needed to maintain the occupational therapy collection's currency and relevance (estimated 50 monographs per year at average cost of \$120 USD using 1.35 exchange rate).

Journals

It is recommended that the *Journal of Occupational Therapy, Schools, & Early Intervention* be subscribed to, at an annual cost of \$502 USD.

3.2 Required changes for library services

[Highlight potential service challenges such as any required distance education service needs, additional academic skills support required, training requirements to build expertise among library employees. Provide an estimated annual cost for library services if additional resources are required. Rarely additional staffing may be necessary to support new programs. When required, cost estimates should include salary and benefits costs.]

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 80 graduate students in occupational therapy(as well as 80 in the master of speech language pathology program), an anticipated 10 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.

3.2. Required changes for library spaces

[Highlight any potential challenges around library space such as new/additional library technology requirements, new/additional library space requirements. Provide an estimated cost for library spaces if additional resources are required.]

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 occupational therapy 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 journal collection is relatively strong, though it is recommended that the library purchase a subscription to *Journal of Occupational Therapy, Schools, & Early Intervention*. However, as faculty are hired and we better understand their programs of research, subscriptions to additional journal may be needed. It is recommended that a full-time tenure track librarian position be funded to fully support the programs (OT, SLP, and PT) in the School of Rehabilitation Sciences.

Cost Estimates (\$1.35 USD/CDN exchange rate)

Annual costs

<i>Journal of Occupational Therapy, Schools, & Early Intervention</i>	\$502 US / \$678 CDN
Monographs (approximately 50 per year at \$120 USD each)	\$6,000 USD / \$8,100 CDN
1.0 FTE Tenure track liaison librarian shared with SLP - total annual cost \$115,000 with half of the salary represented here - to begin 2025/26	\$57,500 CDN

Estimated total annual (ongoing) cost ***\$66,278 CDN***


One-time costs

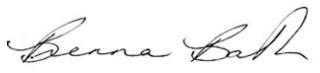
Monographs – to bring collection up to par	\$5000 CDN
--	------------

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: 

Occupational Therapy

Master of Occupational Therapy (M.O.T.) – Course-based

Residency Requirements

Applicants to the Master of Occupational Therapy 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 Occupational Therapy (MOT) 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

- 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 out of 30 in each component with a combined minimum total score of 100
 - IELTS: a minimum score of 7.5 out of 9 in each area and overall
- 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)
 - Behavioural Science – 3 credits (any course at any level from an accredited postsecondary institution in [Psychology or Sociology](#))
 - Statistics – 3 credit units (eg: [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, social science, neuroscience, research design, physiology, neuroanatomy, or women and gender studies.

*Applicants should check the list of Approved Prerequisite Courses for the MOT available on the School of Rehabilitation Science's website. If course equivalencies are not listed,

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 140 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
- **OTH 990.0** Occupational Therapy Professional Development

Year 1 - Module 1

- **OTH 811.17** – Foundations of Occupational Therapy Practice 1
- **OTH 801.6** – Context in Occupation 1
- **OTH 901.1** – Clinical Placement 1

Year 1 - Module 2

- **OTH 812.17** – Foundations of Occupational Therapy Practice 2
- **OTH 802.6** – Context in Occupation 2

Year 1 - Module 3

- **OTH 902.5** – Clinical Placement 2

Year 1 – Module 4

- **OTH 911.10** – Introduction to Occupational Therapy Clinical Practice
- **OTH 803.3** – Context in Occupation 3

Year 1 – Module 5

- **OTH 813.3** – Bridging Clinical Foundations

Year 2 – Module 6

- **OTH 912.9** – Advance OT clinical Practice: Children, Adolescents and Youth
- **OTH 913.9** – Advance OT Clinical Practice: Adults and Older Adults
- **OTH 914.9** – Advance OT Clinical Practice in Mental Health
- **OTH 804.3** – Context in Occupation 4

Year 2 – Module 7

- **OTH 903.6** – Clinical Placement 3
- **OTH 904.6** – Clinical Placement 4

Year 2 – Module 8

- **OTH 915.9** - Capstone Project
- **OTH 805.9** – Context in Occupation 5

Year 3 – Module 9

- **OTH 905.6** – Clinical Placement 5
- **OTH 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 Occupational Therapy (M.O.T.) program

General Description: A brand new degree program is being proposed. The Registrar has approved the new degree name, Master of Occupational Therapy (M.O.T.). 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 OTH (Occupational Therapy)
- 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



UNIVERSITY COUNCIL
PLANNING AND PRIORITIES COMMITTEE
ITEM FOR INFORMATION

PRESENTED BY: Angela Lieverse, Vice-Chair, Planning and Priorities Committee

DATE OF MEETING: April 17, 2025

SUBJECT: Disestablishment of the Confucius Institute

ACTION: For Information Only

SUMMARY:

Dr. Darcy Marciniuk, Associate Vice-President Research attended the Planning and Priorities Committee on March 19, 2025, to formally close out the Confucius Institute, which was disestablished July 1, 2024, due to the government withholding research funding to the Institute as it had a partnership with the Beijing Institute of Technology.

CONSULTATION:

The disestablishment of the Confucius Institute was first brought forward at the December 12, 2024, PPC Centres Subcommittee meeting. It then came forward to PPC on March 19, 2025, where the following motion was passed:

That the Planning and Priorities Committee approve the disestablishment of the Confucius Institute effective immediately.

Note that the USask [Centres Policy](#) states that “The decision to close a centre will be reported to Council, or as appropriate the Board, for information only” (section 10.4). As such, the decision of the Planning and Priorities Committee is the ultimate decision maker on this matter and the results of the committee’s decision are being reported for information.

ATTACHMENTS:

- Disestablishment of the Confucius Institute

FOR DECISION

DATE OF MEETING: January 15, 2025

SUBJECT: Disestablishment of the Confucius Institute

DECISION REQUESTED: That the Confucius Institute be formally disestablished.

BACKGROUND AND SUMMARY:

At its meeting on December 12, 2024, the Centres Subcommittee passed the following motion:

That the PPC Centres Subcommittee recommend to the Planning and Priorities Committee that the Confucius Institute be formally disestablished.

At this meeting, the Subcommittee heard a presentation from Dr. Darcy Marciniuk, Associate Vice-President Research, outlining the rationale for the formal disestablishment of this centre. The committee heard that the Confucius Institute ceased operations on July 1, 2024 based on policy changes of the federal government. The federal government is withholding research funding to organizations that have relationships with various organizations, and the Beijing Institute of Technology – the partner organization for the Confucius Institute – is on this list.

The decision before the Planning and Priorities Committee is to formally disestablish the Confucius Institute as a centre of the University of Saskatchewan. The centre reports directly to the Vice-President Research, and as such the administrative recommendation (attached) was initiated through this office.

Note that the USask [Centres Policy](#) states that “The decision to close a centre will be reported to Council, or as appropriate the Board, for information only” (section 10.4). As such, the decision of the Planning and Priorities Committee is the ultimate decision maker on this matter and the results of the committee’s decision will be reported for information as necessary.

ATTACHMENT:

- Correspondence from the Office of the Vice-President, Research



September 16, 2024

Re: Confucius Institute Closure

To members of the Planning and Priorities Committee:

This document is a formal request for official closure of the University of Saskatchewan's (USask) Confucius Institute (CI), administered by the Office of the Vice-President of Research (OVPR). The headings from the university document, Guidelines for the Closure of a Centre or Research Collaborative (September, 2020) have been used to create this request.

A. Name of centre: Confucius Institute

B. Date of closure: July 1, 2024

C. Rationale for closure:

- The Confucius Institute (CI) was co-established in June 2012 by USask and the Beijing Institute of Technology (BIT). In consultation with President Stoicheff, Dr. Baljit Singh (USask CI Board Chair), and myself, Dr. Darcy Marciniuk (USask CI Management Committee chair) the decision was made to close CI effective July 1, 2024, to ensure USask remains compliant with the Canadian government's new research security policy released January 2024. The Canadian Government included BIT on its list of [Named Research Organizations](#) (NROs) under [the Sensitive Technology Research Areas and Affiliations of Concern](#) (STRAC) policy upon release in January 2024. It is also a listed entity on the US [Bureau of Industry and Security](#) list. As such, this action is necessary for our institution to adhere with Canada's federal STRAC policy, and also to maintain alignment with US federal compliance requirements.

D. Individual and team overseeing closure activities:

- Myself (Dr. Darcy Marciniuk, Associate-Vice President)
- Andrea Eccleston, Operations Manager, International Office
- Dan Zhao, Confucius Institute Administrative Coordinator (prior to her role ending at the CI)
- Dean Olorenshaw, Senior Strategic Business Advisor, Finance

E. Finances:

Fifty-five per cent of the CI's funding came from BIT. Forty-two per cent from an OVPR allocation and the remaining three per cent from external fees. There is \$64,000 remaining in the CI account that will be returned to BIT.

F. Human Resources:

Dan Zhou, the Administrative Coordinator and sole employee of the CI, resigned on July 1, 2024. She successfully applied for the position of International Partnerships Specialist for Asia in the International Office, part of the OVPR. Dan began her new role on the same day she resigned from the CI.

In addition to Dan, several student staff members received stipends and/or honorariums for their contributions to the Institute. These payments ended with the closure of the Institute.

G. Space and Physical Resources

- CI had two offices (Rooms 107 and 109) and a storage room in McLean Hall. These were returned to Space Planning.
- McLean Hall 107 was retained for Engaged Scholar.
- Arts Classroom Space on 2nd Floor was returned to Space Planning.
- Arts 205, 205.1 and 205.2 – CI Offices – were returned to Space Planning and then temporarily assigned to Dr. Marciniuk due to severe water damage in Ellis Hall (and closure of those spaces pending restoration).
- Much of the IT equipment was deemed to be too old to continue to use and was sent to surplus through IT. Three desktop machines, one laptop and a small number of gently used monitors, keyboards and pointing devices (mouse) remaining were assigned to the International Office for use.
- A small amount of remaining stationery also went to the International Office.
- Some items that contained the CI logo and were not useable were disposed appropriately.

H. Communications and Stakeholder relations:

The closure of the Institute was done clearly, transparently, and respectfully. Communication efforts were steered towards ensuring staff and faculty are given the correct information in a timely and respectful manner.

No proactive external communication was developed. Central communications and the OVPR's Research Profile and Impact team established response strategies for external

questioning for media/external parties as (if) they were to come on a case-by-case basis. None of arisen to date.

Senior leadership was prepped regularly with regards to messaging and any changes in the CI closure.

Key messages:

- USask's Confucius Institute will close (has closed) on July 1, 2024.
- The closure of USask's CI is to adhere to the Canadian government's new research security policy released January 2024.
- USask's CI was co-established by USask and the Beijing Institute of Technology (BIT) which is on the Named Research Organization list (last updated February 9, 2024). As such, this action is necessary for our institution to adhere with Canada's new federal policy on Sensitive Technology Research and Affiliations of Concern (STRAC).
- USask will continue to care for students from China during their time at the institution, and USask will continue to support Chinese culture on campus and in the community. These responsibilities have guided USask since 2012 and will continue to act as fundamental principles in the future.

We thank the Planning and Priorities Committee for reviewing this overview and look forward to its response.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Darcy Marciniuk', with a stylized, flowing script.

Darcy Marciniuk, MD, FRCP(C), Master FCCP, FCAHS
Associate Vice-President
Professor of Medicine
University of Saskatchewan

AGENDA ITEM NO: 9.1

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
NOTICE OF MOTION**

PRESENTED BY: Roy Dobson, Chair, Governance Committee

DATE OF MEETING: April 17, 2025

SUBJECT: **Changes to Council Bylaws**

COUNCIL ACTION: **Notice of Motion**

That Council approve the changes to the Council Bylaws.

PURPOSE:

Revisions Council Bylaws require approval by University Council at the recommendation of the Governance Committee of Council. This notice of motion to Council to approve these revisions to the Council Bylaws is presented in accordance with the requirement for 30-day notice on any amendments to said bylaws. A request for decision on the proposed revisions to these bylaws will be presented to Council on May 15, 2025

SUMMARY:

The Governance Committee is recommending two different changes to the Council Bylaws.

Centres Subcommittee Terms of Reference

The Governance Committee is recommending that the terms of reference for the Centres Subcommittee be included in the Council Bylaws as included in the attached package and that the terms of reference of the Centres Subcommittee currently included in the Centres Policy be removed.

Rationale for the change is outlined in the attached package.

The Governance Committee reviewed the changes at its March 11, 2025, meeting and were supportive of the changes.

Council Chair Election

The Governance Committee is recommending changes to the Council Bylaws to adjust the length of both the nomination period and the election period for the chair of University Council. The current 30-day nomination period and 10-day election period are longer than the nomination or election period for any other roles associated with University Council and is a reflection of an earlier time when there was a reliance on paper nomination forms and ballots. A shorter nomination and election period will allow greater flexibility to support the process of nominating and electing the chair.

The proposed new timelines for the nomination and election period are outlined in the attached report.

The Governance Committee reviewed the changes at its March 11, 2025, meeting and recognized the importance of having a process for electing a chair that was both efficient and democratic.

ATTACHMENTS:

1. Centres Subcommittee terms of Reference
2. Council Chair Election

SUBJECT: Centres Subcommittee Terms of Reference

DECISION REQUESTED: That the Governance Committee recommend to University Council that:

- The terms of reference for the Centres Subcommittee as included in the report package be adopted; and
- The terms of reference be removed from the *Centres Policy* and included only in the *Council Bylaws and Regulations*.

BACKGROUND AND SUMMARY:

At its meeting on January 29, 2025, the Planning and Priorities Committee adopted the following motion:
That the Planning and Priorities Committee recommend to the Governance Committee of University Council that:

- *The terms of reference for the Centres Subcommittee as included in the report package be adopted; and*
- *The terms of reference be removed from the Centres Policy and included only in the Council Bylaws and Regulations.*

Additionally, the Centres Subcommittee similarly approved of these changes to their terms of reference at their January 10, 2025 meeting.

Over the course of the 2023/24 academic year, the Planning and Priorities Committee did work to amend its own terms of reference. These changes have been made, but the Centres Subcommittee wanted more time to propose recommendations to its own terms of reference so it could best support the decision making of the Planning and Priorities Committee on the issue of centres and ensure that the university's overall approach to centres governance is robust, sustainable, and works to achieve institutional goals.

As such, several changes are being proposed to the terms of reference of the Centres Subcommittee as described below and detailed in the attachment.

Minor Amendments to Subcommittee Responsibilities

<i>Current Text</i>	<i>Revised Text</i>	<i>Rationale</i>
"To facilitate the creation of new centres"	"Upon request, provide advice and feedback to existing and prospective centres"	This change is being proposed because the subcommittee's work is not strictly to facilitate the creation of centres, as in some circumstances a centre is not warranted (to ensure that the institutional approach to centres is sustainable). The subcommittee has inserted the words "Upon request" to create clarity that they are not to engage in policing on this matter, but only provide input when asked to do so.

“To monitor adherence to the Centres Policy”	“Support and monitor compliance with the Centres Policy and provide recommendations regarding revisions”	“Support” added to create opportunities for constructive feedback as opposed to a more strict emphasis on compliance. Providing input on the Centres Policy has been deleted from the below responsibility and has been inserted into this one.
“To develop and review the Centres Policy and Guidelines”	“Develop and maintain Centres Guidelines”	The subcommittee has no authority to develop an institutional policy, but it can support this work through guidelines.
“To oversee the establishment and disestablishment of centres”	“Advise on the establishment, disestablishment, and reorganization of centres”	Adding the word “reorganization” more accurately reflects the work of the subcommittee as from time to time it will advise on reorganization, such as with the Toxicology Centre.

Clarification of Planning and Priorities Committee Responsibilities

With the above change to the subcommittee’s terms of reference to explicitly include reference to providing input on centre reorganization, the following change is recommended to the responsibilities of the Planning and Priorities Committee:

Current Text

“Undertaking review and recommending to Council on...

- (e) Establishment and disestablishment (including through amalgamation or separation) or review of any institute or centre at the university.

Revised Text

“Undertaking review and recommending to Council on...

- (e) Establishment, disestablishment (including through amalgamation or separation), **reorganization**, or review of any institute or centre at the university.”

Defining Committee Membership and Quorum

Defining the Chair

Past (and current) practice for this subcommittee has been to have the vice-chair of the Planning and Priorities Committee serve as chair. This has been explicitly stated in the updated terms of reference.

Clarifying Membership from the Planning and Priorities Committee

It has been clarified that the two members appointed to the subcommittee by the Planning and Priorities Committee are in addition to the vice chair of PPC serving as chair of the subcommittee. This is in line with current practice.

Membership from Other Council Committees

The terms of reference for the subcommittee in the current *Council Bylaws* say that the Academic Programs Committee and the Research, Scholarly, and Artistic Works Committee both have one member on this subcommittee. This remains unchanged.

Membership from Administrative Offices

The terms of reference for the subcommittee in the current *Council Bylaws* say that the membership will include representatives from the offices of the provost, the vice-president administration, and the vice-president research. The proposed changes eliminate representation for the vice-president administration. This office is included in the membership of the Planning and Priorities Committee.

Membership from Centre Directors

The current terms of reference indicate that centre directors are included, but do not specify how many. This number has been set at five, and the subcommittee has found value in having these voices as part of the decision-making process.

Clarifying Quorum

Typical of most Council committees, quorum has been set at a majority of voting members.

Committee Support

Currently, administrative support for the subcommittee is provided by the Governance Office, typical of most Council committees. No change is being recommended to this.

Removal of Subcommittee Terms of Reference from Centres Policy

The terms of reference (responsibilities and membership) for the Centres Subcommittee are currently outlined in both the *Council Bylaws* and in the *Centres Policy*.

No other committee or entity of Council has its terms of reference outlined in a policy, and this creates a redundancy. The terms of reference for a subcommittee are more appropriately housed in a set of bylaws as opposed to a policy. Additionally, the *Centres Policy* is co-owned by both University Council and the Board of Governors. Since the Centres Subcommittee is an entity of Council designed to assist Council with its academic decision making surrounding centres, the terms of reference for it should not be outlined in a document co-owned by another governing body of the institution.

ATTACHMENT:

- Terms of Reference for Centres Subcommittee

Terms of Reference for Centres Subcommittee

Relevant Excerpts from the *Council Bylaws and Regulations*

Planning and Priorities Committee

Current Text

“Undertaking review and recommending to Council on...

- (e) Establishment and disestablishment (including through amalgamation or separation) or review of any institute or centre at the university.

Revised Text

“Undertaking review and recommending to Council on...

- (f) Establishment, disestablishment (including through amalgamation or separation), reorganization, or review of any institute or centre at the university.”

Centres Subcommittee Responsibilities

Current Text

The mandate of the PPC Standing Subcommittee on Centres is:

- (a) To facilitate the creation of new centres
- (b) To monitor adherence to the Centres Policy
- (c) To develop and review the Centres Policy and Guidelines
- (d) To oversee the establishment and disestablishment of centres
- (e) To maintain a list of active centres
- (f) To report on and bring recommendations on these issues to PPC

Revised Text

The mandate of the PPC Standing Subcommittee on Centres is to:

- (a) Upon request, provide advice and feedback to existing and prospective centres;
- (b) Support and monitor compliance with the Centres Policy and provide recommendations regarding revisions;
- (c) Develop and maintain Centres Guidelines;
- (d) Advise on the establishment, disestablishment, and reorganization of centres;
- (e) Maintain the list of active centres; and
- (f) Report on and bring recommendations on these issues to PPC.

Centres Subcommittee Membership

Current Text

Revised Text

Membership on this subcommittee is as follows:

Membership on this subcommittee will be drawn from the Academic Programs (1), Planning and Priorities (2) and Research, Scholarly and Artistic Works (1) Committees of Council, the offices of the provost, vice-president administration, and vice-president research, centre directors, and will be supported by the Governance Office.

- Vice chair of the Planning and Priorities Committee to serve as chair of the subcommittee.
- Two additional members from the Planning and Priorities Committee.
- One member from the Academic Programs Committee.
- One member from the Research, Scholarly, and Artistic Work Committee.
- Five centre directors.
- One representative of the Office of the Provost.
- One representative of the Office of the Vice-President Research.

Terms of centre directors on the subcommittee are for three years, rotating to ensure continuity of membership. Terms of the representatives of Council committees align with their terms on those committees. Quorum of the subcommittee is a majority of voting members.

The Governance Office provides committee coordination for the subcommittee.

SUBJECT: Council Chair Election

DECISION REQUESTED: That the Governance Committee recommend to University Council changes to the *Council Bylaws and Regulations* with respect to the election of the Chair, as outlined in this report.

BACKGROUND AND SUMMARY:

The *Council Bylaws and Regulations* task the Governance Committee with “Reviewing the Bylaws of Council and recommending to Council revisions to the Bylaws.” (Part 2, section III, clause 1)

These bylaws set forth various timing requirements for the election of the chair of Council (Part 3, section III, clause 3):

“(b) **Thirty** days prior to the deadline for receipt of nominations, the Secretary will inform all members of Council that nominations for the position of Chair are being requested...

(d) **Ten** days prior to the date of the election, the Secretary will provide to all members of Council a ballot setting out the names of the nominee...” [emphases added]

Additionally, if there are no nominations submitted on this first call, a second call is required and there are no time requirements for this:

“(g) In the event that no nominations are received by the deadline for nominations for Chair, a second call for nominations will be sent.”

The length of the 30-day nomination period and 10-day election period is longer than any other nomination and election period for anything related to University Council. The required length of this process creates difficulties in completing these elections if the chair resigns later in the academic year. Because there is a significant change over in Council membership on July 1 of each year, it is important to start and conclude this process either entirely before or entirely after this date. Additionally, with the current time requirements, having this process occur after July 1 would mean Council would be without a someone serving formally in the chair position for a period of roughly a month and a half. Ultimately, greater flexibility is needed in this process to ensure that Council can have someone serving in the position of chair and in a way that upholds democratic principles.

ATTACHMENT:

- Amendments to the *Council Bylaws and Regulations*

Amendments to the *Council Bylaws and Regulations*

Changes to Council Chair Elections

Selection and Removal of the Chair and Vice-Chair

Current Text

(b) Thirty days prior to the deadline for receipt of nominations, the Secretary will inform all members of Council that nominations for the position of Chair are being requested and will provide a nomination form for this purpose.

(d) Ten days prior to the date of the election, the Secretary will provide to all members of Council a ballot setting out the names of the nominees and the brief description of each nominee referred to in (c). Information accompanying the ballot will indicate that the ballot is to be returned to the Secretary on or before the specified date.

Proposed Text

(b) At least 14 days prior to the deadline for nominations, the Secretary will inform all members of Council that nominations for the position of Chair are being requested and will provide a nomination form for this purpose.

(d) At least seven days prior to the deadline for voting, the Secretary will provide to all members of Council a ballot setting out the names of the nominees and the brief description of each nominee referred to in (c).

New Text

(h) If necessary, the Secretary will allow adequate time for the second nomination period and will communicate these timelines to the Governance Committee.

And all subsequent clauses be renumbered appropriately.

Best and Brightest Scholarships

Dr. Jason Perepelkin
Chair - Scholarships and Awards Committee

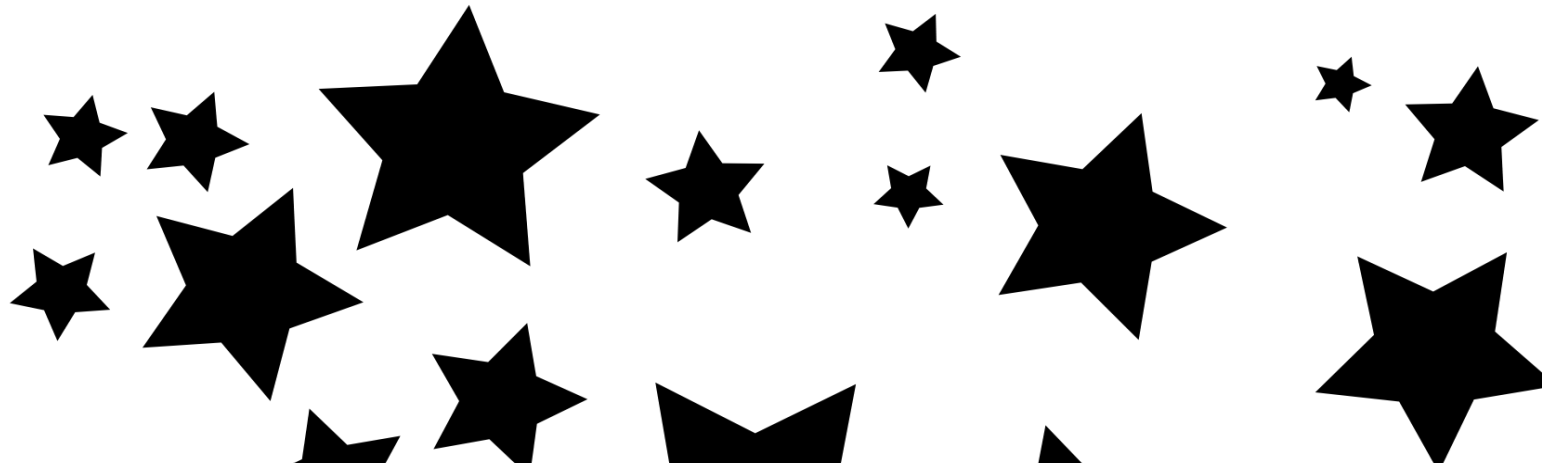
University Council
April 17, 2025

Best and Brightest Scholarships

- The Best and Brightest Scholarships are the University of Saskatchewan's premiere entering awards. The centrally administered scholarships consist of:
 - a) Five Presidents' Best and Brightest Scholarships (\$40,000)
 - b) Twelve Chancellor's Scholarships (\$30,000)
 - c) Twelve University of Saskatchewan Entrance Scholarships (\$30,000)
- Five awards (one Presidents' Best and Brightest and two each of the other awards) are Circle of Honour awards, preferentially awarded to Indigenous students

Best and Brightest Selection Process

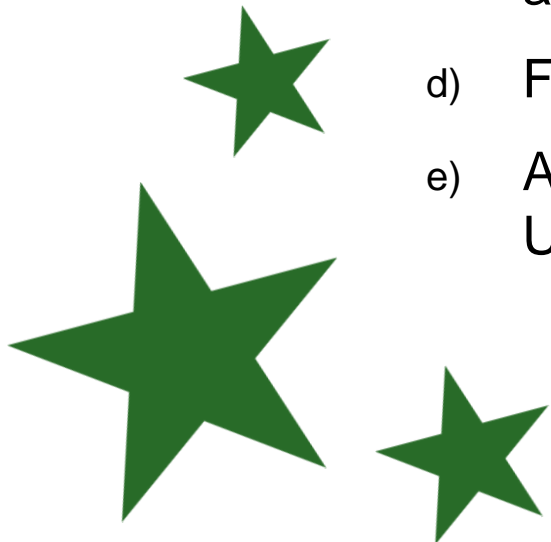
- This year, the Scholarships and Awards Committee reviewed applications from **263 incoming high school students** with a **95%+ average** and selected recipients based on leadership and contributions to school and community life.
- The applicant pool is limited to students from domestic high schools, but included 15 applicants from out of province



Best and Brightest - Recipients

Of the **twenty-nine university-wide** Best and Brightest recipients:

- a) One is from Alberta
- b) Ten are from seven different high schools in Saskatoon
- c) The remaining eighteen are from fourteen communities in Saskatchewan, including three from Prince Albert, two from Regina, and two from Moose Jaw
- d) Five are Indigenous (Metis and First Nations)
- e) All are exceptional leaders, learners, and future contributors to the University of Saskatchewan community



Best and Brightest Recipient Accomplishments



Recipients' activities involve:

- Worked to combat food insecurity in their community through the development of local community accessible pantries
- Having emigrated from Afghanistan as refugees, supported others also emigrating and provided online help for girls facing reduced educational opportunities in their country of origin
- Volunteered in a lab focused on developing cancer therapies
- Led classes teaching their family's Bannock recipe at a local food bank, including inviting guests able to share the experience of growing up Indigenous in their local area



UNIVERSITY COUNCIL
FOR INFORMATION

DATE OF MEETING: April 17, 2025

SUBJECT: Deadline for Expressions of Interest to Serve on Committees of Council

SUMMARY:

The Nominations Committee is preparing for their work in the month of May. The call for interest to join a University Council committee was sent out to all members of University Council and the General Academic Assembly on March 31st. The deadline to put your name forward is April 18, 2025. The Nominations Committee encourages members to get involved on a committee that supports the work of Council.

[Click Here for the Nomination Form](#)

PRESIDENT'S REPORT TO COUNCIL

April 2025

USask makes top 100 in two subjects in world university rankings

The University of Saskatchewan has established itself among the best universities in the world, according to the 2025 QS World University Rankings by Subject. USask has been ranked in the top 100 worldwide in the subject areas of Agriculture and Forestry (tied for 87th) and Veterinary Science (in the 51-100 tier). USask also placed among the top 300 institutions in the subject areas of Environmental Science (tied for 144th), Geology (201-250), Geophysics (201-250) and Earth & Marine Sciences (201-275). This positioning demonstrates USask's strengths and strong standing amongst the world's higher learning and research institutions.

USask statement on provincial budget

The Government of Saskatchewan announced its 2025-26 budget on March 19, signalling its continued commitment to ensuring strong post-secondary education in Saskatchewan and providing predictable and stable funding to the University of Saskatchewan. USask's original four-year Memorandum of Understanding (MOU) with the provincial government was extended for an additional year. Additionally, the inflationary increase from the 2023-24 cycle of 2.2 per cent will continue in 2025-26, along with a one-time increase of 1 per cent this year.

Now in its fifth year, the current MOU enables USask to continue to provide outstanding post-secondary education and advance innovation the province and world needs. Multi-year funding provides financial certainty and supports the university's efforts in revenue generation, sector collaboration, and achieving strategic initiatives outlined in the Growth Plan of Saskatchewan.

The 2025-26 budget is available online at www.saskatchewan.ca/budget.

General Academic Assembly

On April 3, I delivered my tenth annual state-of-the-university address titled *"Today's Universities and the Democratic Order"*. All USask faculty, staff, students and other members of the university community were invited to attend the General Academic Assembly held in Convocation Hall. The address was followed by a question-and-answer period. More information, including the meeting agenda, are available at governance.usask.ca.

USask to host national Indigenous membership and citizenship conference

A national conference to engage in meaningful discussions on the creation, implementation, and impact of Indigenous membership and citizenship verification policies and processes in post-secondary education will be hosted by the University of Saskatchewan in May. Organized by USask's Office of the Vice-Provost Indigenous Engagement, the conference will include speakers, panels from institutions and government agencies at various stages of policy and implementation development, as well as a final workshop.

Huskies celebrate third national championship and award-winning student-athletes

The Huskies women's basketball team brought home a national championship after a thrilling victory on March 16. A year after falling in the national final to the Carleton University Ravens, the Huskies turned the tables in this year's championship game rematch and won their 24th straight game to clinch their third national title after winning their first in 2016 and second in 2020.

The Huskies women's and men's volleyball teams and men's hockey team also had [extremely successful seasons](#). The men's hockey team became Canada West conference champions and captured a bronze medal in the University Cup. Men's volleyball also brought home bronze to end their season. A celebration of these achievements was held for the USask community on March 31 at the Physical Activity Complex.

The Huskies celebrated a season of remarkable achievements on Wednesday, April 2 at the 2025 edition of [Huskie Salute](#). Eight individuals were honoured with major awards and many others were recognized for their athletic and academic achievements as well as their community leadership.

International Day for the Elimination of Racial Discrimination

On March 21, USask recognized the International Day for the Elimination of Racial Discrimination. **Equity, diversity and inclusion** remain priorities of the University of Saskatchewan, and each of us has an important role to play in eliminating racial discrimination and all forms of inequity in our institution, our province and our country. We remain committed to creating inclusive learning, teaching and research environments in which all people can thrive and all voices are heard. We will continue to be intentional in charting our path to a more equitable future.

I encourage all to take a moment to learn more about the International Day for the Elimination of Racial Discrimination and USask's ongoing commitment to equity, diversity and inclusion.

Research Highlights

Images of Research

For the past 11 years, the USask Images of Research contest has showcased the stunning research, scholarly and artistic work of USask staff, students, faculty and alumni. From honeybee yards to the hidden universe inside ourselves, this year's contest captured the essence of USask research in eight winning photographs. The 2025 contest featured nearly 100 entries across five categories, with winning images selected by judges on seven multi-disciplinary panels. This year's grand prize image, entitled "A Busy Day in a BC Bee Yard", was submitted by Western College of Veterinary Medicine undergraduate student, Maria Janser.

USask industry chair will advance forage research

In a move to strengthen research into crucial livestock production systems, Dr. Flavia van Cleef has been appointed as the new Beef Industry Integrated Forage Management and Utilization Chair. The industry chair will lead systems-based forage and pasture management and utilization research to address the needs of all levels of the agricultural sector. The position is jointly funded by the Beef Cattle Research Council, the Saskatchewan Cattle Association, the governments of Canada and Saskatchewan through the Sustainable Canadian Agricultural Partnership, and the USask Global Institute for Food Security.

Meadow Lake Tribal Council and USask School of Environment and Sustainability partner for ecological sustainability

Meadow Lake Tribal Council has been collaborating with the USask School of Environment and Sustainability to train young community members in environmental science and monitoring techniques. This initiative is part of a broader effort to build practices that support the land, water, wildlife, and associated knowledge systems in Indigenous communities while contributing to Canada's biodiversity conservation goals. The project has been funded by Environment and Climate Change Canada.



Provost's Report to Council

April 2025

GENERAL REMARKS AND CURRENT ISSUES

As with universities across the country, the University of Saskatchewan continues to face financial challenges in the wake of reduced international enrolment and tariff risks causing economic uncertainty for our provincial funder and for our direct expenses, alongside volatility in our investments.

Due to the economic situation, we have planned a series of engagements. These engagements will be co-led by the Provost and Chief Financial Officer, to review our revenue and expense options. We will provide an update on this process.

USASK UPDATES

USASK STATEMENT ON PROVINCIAL BUDGET

The 2025-26 provincial budget was announced by the Government of Saskatchewan on March 19. The government has extended USask's original four-year Memorandum of Understanding for an additional year. Additionally, the inflationary increase from last year of 2.2 per cent will continue in 2025-26, along with a one-time increase of 1 per cent this year.

COLLEGE UPDATES, ACHIEVEMENTS AND MILESTONES

A selection of recent accomplishments, achievements and milestones for USask's college and school community are shared below.

LAUNCH OF THE MASTER OF PUBLIC HEALTH NURSING PROGRAM

The College of Nursing, in collaboration with the School of Public Health, will offer the new Master of Public Health Nursing program starting in September 2026. The Master of Public Health Nursing program provides students with the opportunity to be educated in more than one field, thereby increasing their chances of better employment opportunities, with program completion in less time and at a reduced cost, as opposed to when students

complete these programs individually. Employers fully recognize the importance and expertise of Public Health Nurses, but there are few opportunities for formal education in this specialty area. Furthermore, as we have witnessed with COVID-19, nurses need to be nimble, with many being deployed to public health positions for immunization and infection control.

We are entering a new era of healthcare, needing to respond to the health effects of climate change and public health emergencies. Public and population health knowledge will be essential to the nursing response. A Master of Public Health Nursing degree will be attractive to nurses across Canada and beyond, making this a valuable addition to USask to be the university the world needs.

EDWARDS SCHOOL OF BUSINESS UPDATE

In fall 2024, the Chartered Professionals in Human Resources (CPHR) Saskatchewan reaccredited the Edwards Bachelor of Commerce, Human Resource major. Graduates from April 2015 onward can waive the National Knowledge Exam with an overall cumulative average of 70% or higher. The program establishes a clear path for students interested in obtaining a CPHR designation. It also demonstrates that Edwards is committed to the highest standards of professional practice in human resources.

The Edwards School of Business and the Canadian Association of Management Consultants (CMC-Canada) embarked on a new partnership to help undergraduate students gain critical insights and skills that will benefit them as they prepare for their future careers. The focus of this partnership, through **CMC-Canada's Academic Partner Program (APP)**, is on preparing Bachelor of Commerce (B.Comm) graduates for the Certified Management Consultant (CMC) designation. The APP provides institutions with the opportunity to map delivery of the educational requirements to achieve the CMC designation from within current course offerings. Edwards takes great pride in earning CMC-Canada recognition for our B.Comm program, as it further highlights our commitment to the highest professional standards in marketing education.

In February 2025, Edwards Executive Education officially celebrated the grand opening of their new location at **T&T Towers in the heart of downtown Saskatoon**. The new location offers improved accessibility for both students and the broader community, creating a more convenient and welcoming environment and supporting Edwards commitment to fostering leadership and management excellence across Saskatchewan and

beyond. Looking ahead, Edwards Executive Education is excited to continue expanding offerings, developing new programs, and strengthening partnerships.

In March 2025, the Edwards School of Business celebrated Indigenous achievement by honouring the outstanding contributions of three remarkable students. Rebecca Tootoosis, Barbie Venne and Eli Lafleur were recognized for their resiliency, leadership and academic achievement. Congratulations to Rebecca, Barbie and Eli for their commitment to excellence.

USASK STUDENT BRINGS VERSATILITY AND INTERNATIONAL EXPERIENCES TO THE CLASSROOM

Fourth-year College of Education undergraduate student, Mina Wardrop, is merging her worldly travels with her teaching skillset to inspire future students. With a French language background combined with a secondary teaching area of science, Wardrop wanted to strengthen her language skills to better shape future multilingual students. This led her to take courses in her degree program with a French immersion focus, as part the College of Education's [Language Teacher Education Program](#).

COLLEGE OF KINESIOLOGY RESEARCH SHOWCASE 2025

Join the College of Kinesiology community for a Celebration of Research from Ideas to Application from March 28 - April 4, 2025, in the Physical Activity Complex. The Showcase is designed to promote research from ideas to application. We invite undergraduate students interested in an honours, graduate degree or research to attend. Sessions are designed for students to come-and-go based on their availability.

KINESIOLOGY ASSOCIATE PROFESSOR AWARDED SHRF FUNDING TO SUPPORT EXERCISE-BASED TREATMENT

With over 100,000 people in Saskatchewan living with chronic neurological conditions, five researchers connected with community members to promote opportunities for regular exercise to help people manage symptoms, support recovery and improve their quality of life. Associate professor, Dr. Alison Oates, is part of that team looking to improve exercise opportunities for people in Saskatchewan living with chronic neurological conditions. This project was funded by a Saskatchewan Health Research Foundation Research Connections Grant, with matched funds provided through an anonymous donor and in-kind support from First Steps Wellness Centre, Regina. Read the full story [here](#).

BOOK LAUNCH EVENT AT JSGS

Earlier in March, JSGS faculty, students, alumni, and staff gathered for the launch of “*Fiscal Choices: Canada after the Pandemic*”, written by Michael M. Atkinson, Emeritus Professor, and Haizhen Mou, Professor, joined by JSGS Executive Director, Loleen Berdahl, who led the discussion panel on the book and key economic challenges. Drawing on interviews with over 70 politicians, public servants, and experts, the book offers a candid look at Canada’s political economy and the limits of traditional policy tools, covering crucial topics such as government capacity, inequality, sovereign debt, and the state of federalism and parliamentary government.

RECENT APPOINTMENTS

Dr. Kara Somerville has been appointed as Department Head, Sociology, College of Arts and Science, for a term of up to three years, effective July 1, 2025, and up to June 30, 2028.

Jason Friedman has been appointed as Assistant Dean, University Library, for a term of up to five years, effective April 1, 2025, and up to March 31, 2030.

Active Searches & Reviews

Searches:

Senior Leader for the USask University Library

Reviews:

There are no ongoing reviews at this time.

Please see [here](#) for information on searches and reviews.



Graduate Students' Association

UNIVERSITY OF SASKATCHEWAN – GRADUATE STUDENTS

ASSOCIATION

APRIL 2025 REPORT PRESENTED TO THE UNIVERSITY COUNCIL

MEETING, VENUE – CONVOCATION HALL

Dear Members of the University Council,

Opening

As the Ghanaian proverb wisely says, "No matter how long the night, the day is sure to come." Indeed, everything with a beginning must surely have an end. The Good Book (**Ecclesiastes 3:1**) also affirms that there is a specific time for sowing and reaping. We have sown and reaped, yet there remains much in the soil for us to reap.

We began our journey with GSA equipped with little, but we are ending with greater knowledge, more profound insight, and invaluable experience gained on the job. Though April is unfolding, it is a timely moment to reflect on our journey and the milestones ahead.

In this update, I will touch on the following key areas:

- GSA Election
- GALA Night
- GSA Operations Manager
- And other relevant updates

GSA Election Report April 2025

The Graduate Students' Association (GSA) election process is currently underway and remains in the active campaign season. Official voting is scheduled to begin on Friday, April 18, 2025, and will continue through Wednesday, April 23, 2025. According to updates received from the Office of the Elections and Referenda Committee, candidates have been successfully nominated for all executive positions except for the president and Vice President Indigenous representative roles. As a result, a by-election would happen in May 2025 to fill these two vacant positions.

GSA GALA Awards Night

The Graduate Students' Association (GSA) Gala Night was successfully held on Saturday, April 12, 2025, at Garry Hall on the University of Saskatchewan campus. The event recorded an impressive turnout of over 200 participants, including GSA members, faculty members, award recipients, and their families. The evening was marked by celebration and recognition, as 10 outstanding members were honored for their remarkable contributions. All awardees were present to receive their honors in person. The event officially commenced at 5:40 PM and ended at 8:01 PM. On behalf of the GSA Executive and Gala Planning Committee, we would like to extend our sincere appreciation to Reza VP external for his dedication, the faculty, staff, awardees, and all who made time out of their busy schedules to attend. Special thanks also go to the Gala Committee for their hard work and dedication in making this event a resounding success.

GSA Operations Manager Update April 2025

We are pleased to announce that the GSA Office of the Operations Manager is now officially occupied. Ms. Brenna Maxwell assumed the role on Monday, April 14, 2025, and is currently undergoing training to familiarize herself with the office's responsibilities and procedures. During the interim period without an operations manager, the GSA executive team worked diligently to ensure the smooth functioning of operations. In particular, the vice president of finance, Lindsay, played a pivotal role by stepping in to manage critical administrative duties, supported ably by Jennifer. On behalf of all GSA executives, we extend our heartfelt

appreciation and commendation to Lindsay and Jennifer for their dedication, resilience, and outstanding support throughout this transitional period.

CFS /USASK campaign Federal Elections

The **Canadian Federation of Students (CFS)** visited **GSA-USASK** as part of their nationwide initiative to raise awareness about the upcoming federal elections and to engage directly with students on key issues. Although the visit coincided with the exam season limiting their ability to reach a broader student audience, the team successfully engaged with some graduate students and others, creating meaningful dialogue and fostering awareness. The campaign, despite the timing challenges, was considered productive and impactful.

Kids Clothing Distribution

The GSA successfully held another round of kids' clothing distribution aimed at supporting the children of graduate students and other families in need. This initiative continues to prove impactful, having assisted numerous students since its inception. The program has provided much-needed clothing and strengthened our commitment to the well-being of graduate student families. We remain dedicated to supporting our student community in meaningful and practical ways and look forward to expanding this initiative in the future.

Conclusion

We began this thousand-mile journey with a single step, and now we find ourselves just 12 days away from the finish line. As the saying goes, "The beginning is often easier than the end." The road has been long, marked by dedication, learning, and growth. We came in as students full of passion and expectations, placing numerous requests before the administration. While we fulfilled many of those requests, others are still in progress. Understanding the continuous nature of leadership, we introduced a leadership cycle to ensure that those pending matters would not be lost but carried forward and completed by the incoming executives. Now, we step out not merely as students, but as workers, ready to solve challenges rather than simply present them. Indeed, the world continues to turn around. "No matter how tall a child becomes, they can never be older than the father." In that spirit, we salute the seniors who pave the way before us, and we leave the mantle for the next generation to carry with even greater strength. As Abraham Lincoln once said, "The best way to predict the future is to create it." Let us continue creating a better future for our student body and community together.

Students United will never be defeated.

President, Graduate Students' Association (GSA)
University of Saskatchewan

USSU Year-End Report: A Year of Progress and Partnership (2024-2025)

This report outlines the significant strides made by the University of Saskatchewan Students' Union (USSU) during the 2024-2025 academic year. Guided by the core principles of **Advocacy, Awareness, and Alliance**, the USSU executive team enhanced the student experience across all facets of university life. This report highlights the key initiatives undertaken and their impact on the student body.

Advocacy

The USSU actively championed the interests of students at all levels of governance. By engaging in consistent and targeted advocacy, the USSU ensured that student concerns were heard and addressed.

- **University Level:**

- Prioritized key areas such as academics, misconduct policies, career services, campus spaces, queer housing, and safe/prayer spaces. This direct focus ensured that the most pressing needs of students were brought to the forefront in discussions with university administration.
- Addressed concerns raised by college society presidents and students with college deans and university senior administration, specifically regarding the accessibility of the scholarships portal, food insecurity, campus safety, and financial issues. These direct dialogues fostered a stronger relationship between the USSU and college leadership, allowing for more effective problem-solving.
- The Academic Advocacy Office provided crucial support to students navigating academic challenges, including misconduct allegations, appeals, and conflict resolution. This service empowered students to understand their rights and access necessary resources, leading to fairer outcomes in academic processes. The office also identified gaps in policy-driven complaint structures and explored ways to strengthen student-faculty relationships, aiming to create a more supportive academic environment.
- Visited the Prince Albert campus to understand students' unique experiences, with safety emerging as a top concern. This direct engagement demonstrated the USSU's commitment to representing all

students, regardless of their campus location, and allowed for tailored advocacy efforts to address specific needs.

- Conducted a campus safety walk with university administration to identify and address safety challenges. This collaborative approach fostered a safer and more welcoming environment for all students on campus.
- Advocated for students facing an increasingly complex and inconsistent academic support system, as highlighted in the comprehensive USSU Academic Report. The report provided detailed recommendations for the university to improve its structures and processes for student support and conflict resolution, laying the groundwork for future enhancements to the student experience.
- Addressed the increasing tensions between faculty and students, urging for greater engagement and support beyond the classroom. This call for increased interaction aimed to bridge the gap between students and faculty, fostering a more collaborative and supportive academic community.

- **City Level:**

- Addressed affordable housing and transit issues, advocating for solutions that directly impact students' daily lives and access to education.
- Advocated for student interests in the transit committee, ensuring that student needs were considered in city-wide transportation planning.
- Discussed advocacy efforts with city councillors regarding traffic intersections and the BRT, as well as affordable housing for students near the university. These meetings built crucial relationships with city officials, enabling the USSU to effectively represent student needs in municipal decision-making.

- **Provincial Level:**

- Advocated for more Indigenous student scholarships and the removal of interest on student loans. These efforts aimed to reduce financial barriers to education and promote equity for Indigenous students.
- Met with the Minister of Advanced Education and the Shadow Minister to communicate key issues affecting students, such as financial aid and access to education. These high-level meetings provided a platform to directly influence provincial policy and funding decisions impacting students.
- Attended the provincial budget meeting in Regina, ensuring a student voice was present during crucial financial planning processes.

- **Federal Level:**

- Pushed for affordable housing and the inclusion of international students in the Canada Summer Jobs program, addressing critical needs for both domestic and international students.
- Joined the Canadian Alliance of Student Associations (CASA) to amplify the collective voice of students and lobby the federal government on national policies impacting students. This strategic alliance provided a stronger platform for advocating for student interests at the highest level of government. Advocated for significant investments in the Student-Work Placement Program, measures to increase Canada's skilled trades workforce, adjustments to Tri-Council Agency funding, enhancements to immigration policies, and increased Indigenous post-secondary support. These comprehensive advocacy efforts aimed to create more equitable opportunities and long-term success for all students.
- Collaborated with undergraduates at Canada Research Intensive University (UCRU) for federal advocacy, broadening the reach and impact of student advocacy efforts.

Awareness

Through proactive and engaging awareness campaigns, the USSU ensured students were well-informed about crucial resources, their rights, and important campus and societal issues.

- **Academic Awareness:**

- Hosted Academic Awareness Week in September and October to familiarize undergraduate students with their rights and academic support services. This included distributing academic handbooks and resources, engaging in conversations about academic questions and rights, and launching an AI information campaign. These initiatives directly empowered students with the knowledge necessary to navigate their academic journeys successfully.

- **Civic Engagement:**

- Hosted a Mayoral candidate forum and a Provincial Elections debate watch party to inform students about their civic and provincial candidates and encourage participation in democracy. These events fostered a more engaged and informed student electorate.

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- Signed a Memorandum of Understanding (MOU) with "New Majority" to promote voting on campus in the federal election. This partnership aimed to increase student participation in the democratic process and ensure their voices were heard. The USSU also facilitated successful advanced voting on campus for the federal elections, contributing to increased accessibility for student voters.
 - **Campus Resources and Well-being:**
 - Organized Campus Groups Week to raise awareness about the various student clubs and societies on campus. This promoted student involvement and fostered a vibrant campus community.
 - Held Welcome Week events to connect with new and returning students and build community. These engaging events helped students feel more connected to the university and their peers.
 - Managed the uFood program to combat food insecurity on campus, witnessing a significant increase in demand. This vital program provided essential support to students facing food insecurity, directly impacting their well-being and ability to focus on their studies.
 - Organized Sexual Violence Awareness Week to educate the campus community, promote prevention, and provide support for survivors. This crucial initiative raised awareness about a critical issue and fostered a safer campus environment.
 - Hosted Queerapalooza through Pride Centre to celebrate queer culture and identity, foster awareness, and build community among LGBTQ2S+ students and allies. This event promoted inclusivity and understanding on campus.
 - Conducted Mental Health Awareness Week to promote mental well-being and equip students with practical tools for managing their mental health. This initiative addressed a significant need within the student population and promoted a supportive campus culture.
 - Organized a Tax Information Session to provide valuable insights and tips on tax-related matters for students. This practical support helped students navigate complex administrative processes.
 - Distributed exam goodie bags to support student wellness during the stressful exam season. This thoughtful gesture provided encouragement and care during a challenging time for students.
 - Supported and promoted events related to Black History Month and International Women's Day, fostering an inclusive campus environment that recognized and valued diversity.

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- Organized events like the Winter Whiteout ball and recreational activities to enhance student life and well-being, providing opportunities for relaxation and connection outside of academics.

The USSU also held its annual executive elections, which saw a significant increase in voter turnout this year, with more than 2200 students casting their votes. This demonstrates a growing engagement of students in their student union's governance. The newly elected USSU executives for the upcoming year are: Emma Wintermute (President), Owen Dies (VP Operations and Finance), Emily Hubick (VP Student Affairs), and Norah Jacob (VP Academic Affairs). The USSU is committed to further increasing voter turnout in future elections to ensure strong student representation.

Alliance

Building strong and collaborative alliances remained a key priority for the USSU, fostering a united front to address student needs effectively.

- **University Administration, Faculty, and Staff:**
 - Executives met with college society presidents, college deans, and university senior administration to discuss student issues and explore collaborative initiatives. These meetings fostered mutual understanding and cooperation on matters impacting students.
 - The VP of Operations and Finance worked to empower campus group leaders and reform campus group operations policies, strengthening the relationship between the USSU and student organizations.
 - VP Student Affairs met with directors of various campus units, like Protective Services and Usask Rec, to ensure cohesive support for students, creating a more integrated network of support services.
 - Collaborated with the University Library and the University of Saskatchewan Undergraduate Research Journal (USURJ) for Academic Awareness Week, leveraging university resources to enhance student awareness.
 - Partnered with USask to create a banner for Pride, demonstrating a united commitment to inclusivity.
 - Collaborated with the Office of Sustainability and the City of Saskatoon on Bike to Work Day, promoting sustainable practices within the university community.

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- Supported and participated in the 7th annual māmowī āsohtētān Internal Truth and Reconciliation Forum and the USask Budget Town Hall, actively engaging in university-wide initiatives.
 - Worked with various campus units to identify gaps in student advocacy and complaint processes and strengthen student-faculty relationships, fostering a more supportive academic environment.
 - **Campus Groups:**
 - Actively involved in reforming campus group operations policies and assisting with ratifications, providing essential support for student-led initiatives.
 - Created educational videos for campus group leaders, equipping them with valuable resources.
 - Hosted a Campus Leaders Social to celebrate and educate campus group leaders, fostering a sense of community and providing important information.
 - Collaborated with various cultural, social justice, and internationally oriented student associations for Global Village, celebrating the diversity of the student body.
 - **External Organizations:**
 - Attended the Student Union Development Summit (SUDS) to connect with student union leaders from across the country, fostering a national network of collaboration.
 - Joined the Canadian Alliance of Student Associations (CASA) to advocate at the federal level, creating a powerful national alliance for student advocacy.
 - Networked with entrepreneurs and investors at the Uniting the Prairies (UP) Conference, exploring opportunities to bring entrepreneurial resources to campus.
 - Met with student union executives from various provinces at the Annual Stakeholder Meeting organized by Studentcare, fostering inter-provincial collaboration on student issues.
 - Signed an MOU with "New Majority" to promote voting on campus, partnering with an external organization to enhance civic engagement.
 - Collaborated with the Department of Political Science to host a mayoral debate, connecting students with political discourse.
 - Worked towards setting up a provincial advocacy group with the University of Regina Students' Union and Saskatchewan Polytechnic Students' Association, aiming for a unified provincial voice on student matters.

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- Supported the launch of "Saskatchewan Superwomen: Challengers and Champions" by Chancellor Emerita Dr. Vera Pezer, engaging with the broader community and celebrating local achievements.

The USSU extends its sincere gratitude to all members of the University Council for their continued support and commitment to the student body. We also thank the senior administration of USask for their constant collaboration on matters that impact students the most, as well as the Governance Office and other dedicated staff at the university for their invaluable assistance throughout the year.

Finally, the USSU would like to express its deep appreciation to the USSU senior management team and all the staff at the USSU for their tireless work, dedication, and support in achieving the goals and initiatives outlined in this report. Their commitment to serving the students of the University of Saskatchewan is truly commendable.

Yours sincerely,

Krunal Chavda, Elisabeth Bauman, Moses Ahiabu and Upkar Singh