The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, June 20, 2018 meeting:

---

**Agenda Title: Proposal for a new interdisciplinary Bachelor of Arts major in Media Studies**

CARRIED MOTION: THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, a new interdisciplinary Bachelor of Arts major in Media Studies, as proposed by the Faculty of Arts, and as set forth in the attached documents, to take effect September 2020.

---

**Final Item 4**

**Agenda Title: Calendar entry for MSc in Speech-Language Pathology (SLP), Communication Sciences and Disorders**

Received for information and inclusion in the University Calendar.

---

**Final Item 11**
Governance Executive Summary  
Advice, Discussion, Information Item

Agenda Title: Calendar entry for MSc in Speech-Language Pathology (SLP), Communication Sciences and Disorders

Item

| Proposed by                  | Heather Zwicker, Dean FGSR  
|                             | Bob Haennel, Dean, Rehabilitation Medicine |

Details

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Provost and Vice-President (Academic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Purpose of the Proposal is (please be specific)</td>
<td>The proposal is before the committee to formalize the inclusion of all program requirements and academic regulations in the University Calendar.</td>
</tr>
<tr>
<td>Executive Summary (outline the specific item— and remember your audience)</td>
<td>In 2017/18, the Faculty of Graduate Studies and Research embarked on a project to ensure that the regulations and requirements of all graduate programs were appropriately reflected in the University Calendar. Historically, this information was contained in annually approved departmental guidelines and, with the increased use of websites, much of this information moved over to that platform. It was recognized that websites provide accessibility for students and flexibility for programs; however, as a means of tracking date sensitive information, websites are not considered to be ideal. As such, all graduate programs are reviewing their documents and will be coming forward with additions and modifications to Calendar entries to ensure compliance with the FGSR guidelines. Changes to admission/transfer and academic standing were approved by the GFC Academic Standing Committee, with delegated authority from GFC, on May 17, 2018. The program requirements which are being added to the University Calendar. The Master of Science in Speech Language Pathology was reviewed under the University of Alberta’s Quality Assurance Suite of Activities in 2017. The program was granted accreditation (7 years) by the Council for Accreditation of Canadian University Programs in Audiology and Speech-Language Pathology (CACUP-ASLP) in February 2017 and is due for review in 2024.</td>
</tr>
</tbody>
</table>

Supplementary Notes and context

Engagement and Routing (Include proposed plan)

| Consultation and Stakeholder Participation | CSD Department—approved March 20, 2018. The Faculty of Rehabilitation Medicine Executive—approved March 28, 2018. (with delegated authority from FGSR) GFC ASC-Subcommittee on Standards —May 3, 2018 GFC Academic Standards Committee —May 17, 2018 GFC Academic Planning Committee – June 20, 2018 |

Strategic Alignment

| Alignment with For the Public Good | For the Public Good Objective 21: Encourage continuous improvement in administrative, |
governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.

<table>
<thead>
<tr>
<th>Alignment with Institutional Risk Indicator</th>
<th>Governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</th>
</tr>
</thead>
</table>
| Legislative Compliance and jurisdiction    | Post-secondary Learning Act  
GFC Academic Planning Committee Terms of Reference

Attachments (each to be numbered 1 - <>)

1. Calendar Entry for Graduate Programs – Communication Sciences and Disorders
2019-2020 University of Alberta Proposed Calendar Graduate Program Changes: changes to the Entrance Requirements and Academic Standing Requirements as well as the addition of the Program Requirements for the Master’s program in Communication Sciences and Disorders, Faculty of Rehabilitation and the Faculty of Graduate Studies and Research.

<table>
<thead>
<tr>
<th>Current</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Programs</td>
<td>Graduate Programs</td>
</tr>
<tr>
<td>Communication Sciences and Disorders [Graduate]</td>
<td>Communication Sciences and Disorders [Graduate]</td>
</tr>
<tr>
<td>Department of Communication Sciences and Disorders</td>
<td>Department of Communication Sciences and Disorders</td>
</tr>
<tr>
<td>2-70 Corbett Hall</td>
<td>2-70 Corbett Hall</td>
</tr>
<tr>
<td>University of Alberta</td>
<td>University of Alberta</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:csd@rehabmed.ualberta.ca">csd@rehabmed.ualberta.ca</a></td>
<td>E-mail: <a href="mailto:csd@rehabmed.ualberta.ca">csd@rehabmed.ualberta.ca</a></td>
</tr>
<tr>
<td><a href="http://www.csd.ualberta.ca">www.csd.ualberta.ca</a></td>
<td><a href="http://www.csd.ualberta.ca">www.csd.ualberta.ca</a></td>
</tr>
<tr>
<td>General Information</td>
<td>General Information</td>
</tr>
<tr>
<td>[...]</td>
<td>[...]</td>
</tr>
<tr>
<td>Practicum Intervention Policy</td>
<td>Practicum Intervention Policy</td>
</tr>
<tr>
<td>The Dean, or Supervisor acting on behalf of the Dean, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions, or site of practicum/clinical placement if the Dean or Supervisor has reasonable grounds to believe that this is necessary in order to protect the Public Interest. Refer to Practicum Intervention Policy for additional information.</td>
<td>The Dean, or Supervisor acting on behalf of the Dean, may immediately deny assignment of a student to, withdraw a student from, or vary terms, conditions, or site of practicum/clinical placement if the Dean or Supervisor has reasonable grounds to believe that this is necessary in order to protect the Public Interest. Refer to Practicum Intervention Policy for additional information.</td>
</tr>
<tr>
<td>[...]</td>
<td>[...]</td>
</tr>
<tr>
<td>Entrance Requirements</td>
<td>Entrance Requirements</td>
</tr>
<tr>
<td>Minimum entrance requirements include a four-year baccalaureate degree. The grade point average calculated across the most recent ★60 undergraduate (or graduate) courses must be at least 3.3 on the 4-point letter grading system at the University of Alberta or an equivalent standing from another recognized institution. However, the minimum grade point average of accepted applicants is usually substantially higher than 3.3.</td>
<td>Minimum entrance requirements include a four-year baccalaureate degree. The grade point average calculated across the most recent ★60 undergraduate (or graduate) courses must be at least 3.3 on the 4-point letter grading system at the University of Alberta or an equivalent standing from another recognized institution. However, the minimum grade point average of accepted applicants is usually substantially higher than 3.3.</td>
</tr>
</tbody>
</table>

**English Language Proficiency**
The Test of English as a Foreign Language (TOEFL) scores required for admission are as follows:
Applicants must have completed preparatory courses in areas fundamental to the program. Information on required preparatory courses and the English language proficiency requirement for the Department can be obtained from the Department website www.csd.ualberta.ca. Applicants who use the TOEFL exam to fulfill the English language proficiency requirement must present a minimum score of 600 (paper-based) or 115 (Internet-based).

Applicants must submit three letters of recommendation, results of the Graduate Records Examination (GRE), and a statement of career interests. No minimum cutoff is used to evaluate GRE scores, since the scores are used in conjunction with other indicators of student potential. Personal interviews may be used if deemed necessary in making final selections. The deadline for submitting applications is February 1. For more information see www.csd.ualberta.ca

Internet Test (iBT) (Maximum 120)
CSD Minimum requirements:
- Overall score: 115
- Speaking: 28
- Writing: 26
- Listening: 24
- Reading: 22

Computer Test (CBT) (Maximum 300)
CSD Minimum Requirement:
- Overall score: 250
- Essay Writing: 5
- Test of Spoken English: 50

Paper Test (PBT) (Maximum 677)
CSD Minimum Requirement:
- Overall score: 600
- Test of Written English score: 5
- Test of Spoken English score: 50

Applicants must have completed preparatory courses in areas fundamental to the program, as listed below.

**Pre-requisite Courses**
Application to the MSc SLP program requires the completion of eight prerequisite courses. These courses are selected to provide speech-language pathology applicants with the background needed to succeed in the MSc SLP program. The following courses and associated knowledge / skills are prerequisites to the MSc SLP program. To see a detailed list of prerequisite courses that can be used for credit at various universities, please refer to the Department Website.

- Statistics: Introduction to statistical methods
- Child Development or Developmental Psychology
- Cognitive psychology
- Neuroanatomy or Neuropsychology
- Introductory Linguistics
- Articulatory Phonetics
- Child Language Development, Child Language Acquisition or First Language Acquisition
- Indigenous Canadian History:

All students admitted to the MSc SLP program are
Financial Assistance
A limited number of teaching and research assistantships may be available within the Department. Successful candidates selected for the program are provided applications for department teaching and research assistantships. Students should review www.gradstudies.ualberta.ca for current information on available awards and other possible sources of funding.

Academic Standing
The Department of Communication Sciences and Disorders (CSD) supports and adheres to the Academic Standing policies of the Faculty of Graduate Studies and Research. These policies are outlined in the Calendar under Academic Standing.

In addition to FGSR policies, the CSD Department has set additional requirements, as follows:

Academic Probation Policy
A recommendation for Academic Probation will be made to FGSR in the following circumstances:
- First failure of an MSc SLP academic or clinical course
- Recommendation of a “Borderline Pass” in a clinical course
- Cumulate GPA below 3.0

Students enrolled in the thesis-based track in the MSc SLP program will be governed by the Academic Probation Policy of the CSD Department. In addition, these students will be required to maintain a cumulative GPC of 3.3. If a student's cumulative GPA is below 3.3, the student may be required to change to the course-based track.

Financial Assistance
A limited number of teaching and research assistantships may be available within the Department. Successful candidates selected for the program are provided applications for department teaching and research assistantships. Students should review www.gradstudies.ualberta.ca for current information on available awards and other possible sources of funding.

Graduate Program Requirements

The Degree of MSc in Speech-Language Pathology (SLP) (Communication Sciences and Disorders) [Graduate]
Program Requirements

Requirements for the course-based MSc-SLP include successful completion of a minimum of ★48, plus a research project equivalent to ★3 (CSD 900), and a minimum of 350 supervised clinical hours (300 direct contact).

The prerequisite courses and program requirements ensure that students meet standards required for membership/certification in provincial and national professional associations. Information about prerequisite courses and the required program of study may be obtained from the Department of Communication Sciences and Disorders website www.csd.ualberta.ca.

Requirements for the thesis-based MSc-SLP include all of the academic and clinical requirements outlined above for the course-based track. However, instead of the research project (CSD 900), thesis-based students complete a thesis and an additional one-credit practical course in methods of data analysis. Additional coursework in research design, statistics, or specialized content may be recommended by the supervisor and thesis committee. The period of residency is three four-month terms (fall, winter, fall) and one spring/summer term of full-time attendance at the University of Alberta.

Required Courses:
- CSD 502(★4): Anatomy and Physiology of the Speech Mechanism
- CSD 505(★3): Speech Science
- CSD 507(★3.5): Phonological Disorders
- CSD 511(★3.5): Child Language Development and Assessment
- CSD 518(★2.5): Remediation of Child Language Disorders
- CSD 501(★3): Clinical Research Methods
- CSD 509(★3): Motor Speech Disorders
- CSD 520(★3): Adult Language Disorders
- CSD 527(★2.5): Language and Literacy
- CSD 528(★3): Fluency
- CSD 516(★3): Diagnosis and Appraisal of Communication Disorders
- CSD 523(★1.5): Augmentative / Alternative Communication Systems
- CSD 524(★7.5): Introduction to Clinical Practicum I
- CSD 515(★3): Hearing Science / Audiology
- CSD 521(★3): Dysphagia
- CSD 525(★2): Introduction to Clinical Practicum II
- CSD 526(★3): Voice and Resonance Disorders
The Department of Communication Sciences and Disorders and the Faculty of Rehabilitation Medicine offer a program of combined study which permits highly qualified students to earn both the MSc in Speech-Language Pathology and the PhD in Rehabilitation Sciences after five years of full-time study. Each student must apply first to the MScSLP program, following the procedures in General Information. Following admission to the MScSLP program, students may apply to the MScSLP/PhD combined program. Applications must be made by November 15 in the first term of the program. Applications to the combined program will be reviewed by the Communication Sciences and Disorders Admissions Committee. Approved applications will be forwarded to the Rehabilitation Science PhD Program Committee for review. Admission will be recommended only for those students judged to have the ability and motivation to handle the significant demands of the combined program.

Justification: The calendar changes highlighted in yellow are required to bring the CSD Calendar in line with the “Calendar Entries for Graduate Programs” Checklist from FGSR. These changes have been reviewed by FGSR to ensure they meet the requirements of the Checklist.

Justification for changes highlighted in blue are described below

...
• Entrance Requirements - situational judgment test (request early implementation for admissions in September 2019)

The Department of Occupational Therapy implemented a situational judgment test for admissions in Fall 2018. The Department of Communication Sciences and Disorders will also require the test beginning with admissions for September 2019. The situational judgement test is an online tool, which assesses non-cognitive skills and interpersonal characteristics identified by our program and other healthcare programs as important for success. This assessment will complement other tools that we use for screening applicants and making decisions about admission.

• Entrance Requirements - Indigenous History (request early implementation for admissions in September 2019)

The Truth and Reconciliation Commission's (TRC) Call to Action #24 recommends that medical and nursing schools require that all students take a course dealing with Aboriginal health issues that includes: Treaties and Aboriginal rights, Indigenous teachings and practices, the history and legacy of residential schools and the UN Declaration on the Rights of Indigenous Peoples. Given the challenge of an already comprehensive curriculum with limited time, it is not feasible nor practical to include a course on Indigenous History within the curriculum.

However, the Department of Communication Sciences and Disorders (CSD) believes that this knowledge is critical to speech-language pathology students' understandings of the health and social challenges facing Indigenous Peoples in Canada. Students require this foundational knowledge to appropriately navigate the issues facing Indigenous people and apply this knowledge in academic and clinical environments to best serve Indigenous patients.

The Indigenous Canada MOOC, a survey course on Indigenous history in Canada, covers the content recommended by the TRC and is easily accessible. With this foundational knowledge, content related to the health issues facing Indigenous peoples can be covered more effectively in the CSD curriculum.

• MSc-SLP/PhD combined program change

Procedural: The change in admission procedures reflects actual practice.

Approved by:
Communication Sciences an Disorders Department:  March 20, 2018
Faculty of Rehabilitation Medicine Faculty Executive: March 28, 2018