



The following Motion and Document were considered by the GFC Executive Committee at its Monday, April 07, 2014 meeting:

Agenda Title: **Proposed New Course Designation of CSD (Communication Sciences and Disorders)**

CARRIED MOTION: THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, a new course designation of CSD (Communication Sciences and Disorders), as submitted by the Faculty of Rehabilitation Medicine, to take effect for Fall Term, 2014.

Final Item: 4

OUTLINE OF ISSUE

Agenda Title: **Proposed New Course Designation of CSD (Communication Sciences and Disorders)**

Motion: THAT the GFC Executive Committee approve, under delegated authority from General Faculties Council, a new course designation of CSD (Communication Sciences and Disorders), as submitted by the Faculty of Rehabilitation Medicine, to take effect for Fall Term, 2014.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Bob Haennel, Acting Dean, Faculty of Rehabilitation Medicine; Karen Pollock, Chair, Department of Communication Sciences and Disorders, Faculty of Rehabilitation Medicine
Presenter	Karen Pollock, Chair, Department of Communication Sciences and Disorders, Faculty of Rehabilitation Medicine
Subject	Introduction of a new course designation of CSD (Communication Sciences and Disorders)

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To introduce a new course designation, CSD, for courses offered by the Department of Communication Sciences and Disorders in place of the current designation, SPA (Speech Pathology and Audiology). This change in designation is related to the change in the name of the Department from Speech Pathology and Audiology to Communication Sciences and Disorders.
The Impact of the Proposal is	The rationale for changing the Department's name from SPA to CSD included the impression that the former name was old-fashioned and did not adequately reflect the scope of work encompassed by the Department (eg, the name of the profession is "speech-language pathology," not "speech pathology;" the term "communication" covers a broader range of content including speech, language, hearing, voice, and fluency; coursework in the Department includes basic scientific processes underlying communication in addition to the assessment and treatment of disorders). The same reasoning applies to the course designation change from SPA to CSD. Furthermore, changing the course designation to match the new department name will reduce confusion and enhance communication among units on campus.
Replaces/Revises (e.g., policies, resolutions)	The new course designation CSD replaces the current designation SPA.
Timeline/Implementation Date	Fall Term, 2014.
Estimated Cost	No costs are associated with this change in designation.
Sources of Funding	N/A
Notes	N/A

Alignment/Compliance

Alignment with Guiding Documents	Aligns with <i>Dare to Deliver</i> and <i>Dare to Discover</i> values: ATTRACT outstanding students; RECRUIT and retain outstanding and diverse academic staff; PROMOTE administrative effectiveness and good governance by improving communication among units.
Compliance with Legislation,	1. Post-Secondary Learning Act (PSLA): GFC is responsible,



<p>Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)</p>	<p>generally, for the academic affairs of the University and specifically, for programs of study in Faculties (Sections 26(1) and 26(1) (b)).</p> <p>2. GFC Executive Committee Terms of Reference/Mandate of the Committee: In 1996, GFC delegated its authority to the GFC Executive Committee to ratify new course subject names and their abbreviations (Section 3.14).</p> <p>3. GFC Policy: “Course subject names shall designate broad areas of study (often an entire department) and shall not be used to designate numerous specializations. Faculty Councils shall endeavour to keep the number of subject names in the Faculty to an acceptable minimum. Subject names shall not be added or changed except for strong academic reasons.” (Section 37.2 of the GFC Policy Manual)</p>
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Routing(Include meeting dates)

<p>Consultative Route (parties who have seen the proposal and in what capacity)</p>	<p>Department of Communication Sciences and Disorders, January 14, 2014 (concept approval); Faculty of Rehabilitation Medicine Executive Committee, January 15, 2014 (University Calendar content approval)</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC Executive Committee (April 7, 2014) – for final approval</p>
<p>Final Approver</p>	<p>GFC Executive Committee</p>

Attachments (each to be numbered 1 - <>):

1. Attachment 1 (pages 1 – 10) – University Calendar Copy of Course Designation Changes from SPA to CSD

Prepared by: Karen Pollock, Chair, Department of Communication Sciences and Disorders, Faculty of Rehabilitation Medicine, karen.pollock@ualberta.ca

Faculty of Rehabilitation Medicine – Course Changes for 2014/2015

<p>231.255 Speech Pathology and Audiology, SPA Department of Speech Pathology and Audiology Faculty of Rehabilitation Medicine 798 www.ualberta.ca Course Note: All SPA courses are open to SPA students only. Graduate Courses</p> <p>SPA 501 Clinical Research Methods *3 (<i>fi 6</i>) (either term, 3-0-0). Investigation of strategies for demonstrating scientifically the impact of clinical intervention programs, both for accountability and for contributing to the knowledge base regarding effective treatment. Students will be advised to approach staff members as resources for development of specific projects in anticipation of SPA 900. (Restricted to MScSLP students only.)</p> <p>New Course</p> <p>SPA 502 Anatomy and Physiology of the Speech Mechanism *4 (<i>fi 8</i>) (first term, 4-0-2). Lectures and demonstrations provide a systematic study of the gross anatomy and neuroanatomy of the respiratory, phonatory, resonatory, and articulatory subsystems and the physiology of respiration, phonation, and upper airway in speech production and swallowing. The embryological and post-natal development of these systems is considered. Review of the neural substrates underlying speech and language processing is included. Laboratories provide observational and simulated dissection experiences using computer software video, anatomical models, and prosected materials. (Restricted to MScSLP students only.)</p> <p>New Course</p>	<p>231.255 Communication Sciences and Disorders, CSD Department of Communication Sciences and Disorders Faculty of Rehabilitation Medicine 798 www.ualberta.ca Course Note: All CSD courses are open to CSD students only. Graduate Courses</p> <p>Delete Course</p> <p>CSD 501 Clinical Research Methods *3 (<i>fi 6</i>) (either term, 3-0-0). Investigation of strategies for demonstrating scientifically the impact of clinical intervention programs, both for accountability and for contributing to the knowledge base regarding effective treatment. Students will be advised to approach staff members as resources for development of specific projects in anticipation of CSD 900. (Restricted to MScSLP students only. Not open to students with credit in SPA 501.)</p> <p>Delete Course</p> <p>CSD 502 Anatomy and Physiology of the Speech Mechanism *4 (<i>fi 8</i>) (first term, 4-0-2). Lectures and demonstrations provide a systematic study of the gross anatomy and neuroanatomy of the respiratory, phonatory, resonatory, and articulatory subsystems and the physiology of respiration, phonation, and upper airway in speech production and swallowing. The embryological and post-natal development of these systems is considered. Review of the neural substrates underlying speech and language processing is included. Laboratories provide observational and simulated dissection experiences using computer software video, anatomical models, and prosected materials. (Restricted to MScSLP students only.) Not open to students with credit in SPA 502.</p>
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<p>SPA 505 Speech Science *3 (<i>fi 6</i>) (first term, 3-0-1). Study of theoretical and applied aspects of acoustic phonetics, speech perception and speech production, including theory and application of methods (physiological, acoustic and perceptual) to record and analyze speech behaviors. Provides students with basic knowledge for entry into the field of speech-language pathology. Pre- or corequisites: SPA 502 or equivalent, SPA 507 and 515. (Restricted to MScSLP students only.)</p>	<p>Delete Course</p>
<p>New Course</p>	<p>CSD 505 Speech Science *3 (<i>fi 6</i>) (first term, 3-0-1). Study of theoretical and applied aspects of acoustic phonetics, speech perception and speech production, including theory and application of methods (physiological, acoustic and perceptual) to record and analyze speech behaviors. Provides students with basic knowledge for entry into the field of speech-language pathology. Pre- or corequisites: CSD 502 or equivalent, CSD 507 and 515. (Restricted to MScSLP students only.) Not open to students with credit in SPA 505.</p>
<p>SPA 507 Phonological Disorders *3 (<i>fi 6</i>) (either term, 0-4L-0). In-depth study of the nature, assessment and remediation of articulatory/phonological disorders according to various theoretical models. Emphasis will be placed on phonologically based clinical approaches including phonological process analysis and generative phonology. Practical experience in assessment and remediation will be provided through clinical observation and laboratory experiences. (Restricted to MScSLP students only.)</p>	<p>Delete Course</p>
<p>New Course</p>	<p>CSD 507 Phonological Disorders *3 (<i>fi 6</i>) (either term, 0-4L-0). In-depth study of the nature, assessment and remediation of articulatory/phonological disorders according to various theoretical models. Emphasis will be placed on phonologically based clinical approaches including phonological process analysis and generative phonology. Practical experience in assessment and remediation will be provided through clinical observation and laboratory experiences. (Restricted to MScSLP students only.) Not open to students with credit in SPA 507.</p>
<p>SPA 509 Motor Speech Disorders *3 (<i>fi 6</i>) (either term, 3-0-1). Study of dysarthria and dyspraxia (congenital and acquired) including the nature of their underlying neuropathologies, methods of instrumental and perceptual assessment, and systematic instrumental and behavioral management strategies. Students will develop their understanding of the course material via a series of clinical problem solving and treatment planning exercises. Prerequisites: SPA 502 or equivalent and SPA 505, 507, 511. Pre or corequisite: SPA 520. (Restricted to MScSLP students only.)</p>	<p>Delete Course</p>
<p>New Course</p>	<p>CSD 509 Motor Speech Disorders *3 (<i>fi 6</i>) (either term, 3-0-1). Study of dysarthria and dyspraxia (congenital and acquired) including the nature of their underlying neuropathologies, methods of instrumental and perceptual assessment, and systematic instrumental and behavioral management strategies. Students will develop their understanding of the course material via a series of clinical problem solving and treatment planning exercises.</p>

<p>SPA 511 Child Language Development and Assessment *4 (<i>fi</i> 8) (either term, 0-4L-1). A review of normal language development provides the basis for a comprehensive study of the assessment and identification of children with language disorders. Assessment procedures involve language test administration and interpretation. Discussion of research findings highlights disordered language behaviors associated with such problems as mental retardation, emotional problems, and learning disabilities. The laboratory provides experience in administering a variety of language tests. (Restricted to MScSLP students only.)</p>	<p>Prerequisites: CSD 502 or equivalent and CSD 505, 507, 511. Pre or corequisite: CSD 520. (Restricted to MScSLP students only.) Not open to students with credit in SPA 509.</p>
<p>New Course</p>	<p>Delete Course</p>
<p>SPA 515 Hearing Science/Audiology *3 (<i>fi</i> 6) (either term, 3-0-1). Study of basic audiology for speech-language pathologists. Includes anatomy and physiology of the auditory and vestibular systems, theories of hearing, the physics and measurement of sound (including psychophysical methods and psychoacoustics), symptoms, etiology and prognosis of hearing disorders, overview of assessment procedures and instrumentation used in diagnostic audiology, and application of audiometric results to speech-language pathology. Proficiency in hearing and tympanometry screening, including care and maintenance of equipment, is acquired in laboratory sessions. Prerequisites or corequisites: SPA 502. (Restricted to MScSLP students only.)</p>	<p>CSD 511 Child Language Development and Assessment *4 (<i>fi</i> 8) (either term, 0-4L-1). A review of normal language development provides the basis for a comprehensive study of the assessment and identification of children with language disorders. Assessment procedures involve language test administration and interpretation. Discussion of research findings highlights disordered language behaviors associated with such problems as mental retardation, emotional problems, and learning disabilities. The laboratory provides experience in administering a variety of language tests. (Restricted to MScSLP students only.) Not open to students with credit in SPA 511.</p>
<p>New Course</p>	<p>Delete Course</p>
<p>SPA 515 Hearing Science/Audiology *3 (<i>fi</i> 6) (either term, 3-0-1). Study of basic audiology for speech-language pathologists. Includes anatomy and physiology of the auditory and vestibular systems, theories of hearing, the physics and measurement of sound (including psychophysical methods and psychoacoustics), symptoms, etiology and prognosis of hearing disorders, overview of assessment procedures and instrumentation used in diagnostic audiology, and application of audiometric results to speech-language pathology. Proficiency in hearing and tympanometry screening, including care and maintenance of equipment, is acquired in laboratory sessions. Prerequisites or corequisites: SPA 502. (Restricted to MScSLP students only.)</p>	<p>CSD 515 Hearing Science/Audiology *3 (<i>fi</i> 6) (either term, 3-0-1). Study of basic audiology for speech-language pathologists. Includes anatomy and physiology of the auditory and vestibular systems, theories of hearing, the physics and measurement of sound (including psychophysical methods and psychoacoustics), symptoms, etiology and prognosis of hearing disorders, overview of assessment procedures and instrumentation used in diagnostic audiology, and application of audiometric results to speech-language pathology. Proficiency in hearing and tympanometry screening, including care and maintenance of equipment, is acquired in laboratory sessions. Prerequisites or corequisites: CSD 502. (Restricted to MScSLP students only.) Not open to students with credit in SPA 515.</p>

<p>SPA 516 Diagnosis and Appraisal of Communication Disorders *3 (<i>fi 6</i>) (either term, 0-3L-0). A study of the principles underlying the evaluative and management procedures in communication disorders. History taking, report writing, recording observations, analysis of tests relevant to the clinical process and test procedure administration will be covered. Corequisite: SPA 524. (Restricted to MScSLP students only.)</p>	<p>Delete Course</p>
<p>New Course</p>	<p>CSD 516 Diagnosis and Appraisal of Communication Disorders *3 (<i>fi 6</i>) (either term, 0-3L-0). A study of the principles underlying the evaluative and management procedures in communication disorders. History taking, report writing, recording observations, analysis of tests relevant to the clinical process and test procedure administration will be covered. Corequisite: CSD 524. (Restricted to MScSLP students only.) Not open to students with credit in SPA 516.</p>
<p>SPA 518 Remediation of Child Language Disorders *3 (<i>fi 6</i>) (either term, 0-4L-0). A study of the theoretical models of intervention and clinical application in remediating children’s disordered language patterns. Specific attention focused toward commercial and clinician-generated programs that serve these various theoretical frameworks. Discussion of language goals, intervention strategies and accountability measures that serve to guide the therapeutic process and determine treatment effectiveness. The laboratory provides opportunity to observe therapy and design sample language therapy units. Prerequisite: SPA 511. (Restricted to MScSLP students only.)</p>	<p>Delete Course</p>
<p>New Course</p>	<p>CSD 518 Remediation of Child Language Disorders *3 (<i>fi 6</i>) (either term, 0-4L-0). A study of the theoretical models of intervention and clinical application in remediating children’s disordered language patterns. Specific attention focused toward commercial and clinician-generated programs that serve these various theoretical frameworks. Discussion of language goals, intervention strategies and accountability measures that serve to guide the therapeutic process and determine treatment effectiveness. The laboratory provides opportunity to observe therapy and design sample language therapy units. Prerequisite: CSD 511. (Restricted to MScSLP students only.) Not open to students with credit in SPA 518.</p>
<p>SPA 520 Adult Language Disorders I *3 (<i>fi 6</i>) (either term, 0-4L-0). Study of acquired aphasia including the nature of the underlying neuropathologies, methods of differential diagnosis and comprehensive assessment, and clinically-pertinent behavioral management strategies. Students will develop their understanding of the course material via a series of clinical problem solving and treatment planning exercises. Prerequisite: SPA 502 orequivalent. (Restricted to MScSLP students only.)</p>	<p>Delete Course</p>
<p>New Course</p>	<p>CSD 520 Adult Language Disorders I *3 (<i>fi 6</i>) (either term, 0-4L-0). Study of acquired aphasia including the nature of the underlying neuropathologies, methods of differential diagnosis and comprehensive assessment, and clinically-pertinent behavioral</p>

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<p>SPA 521 Dysphagia *3 (fi 6) (either term, 0-3L-0). Students will understand bases of normal and abnormal feeding and swallowing in children and adults, etiologies and conditions commonly associated with dysphagia, principles and procedures for diagnosis and treatment across age spans and conditions and complications associated with management; and be able to develop remediation plans and functional goals within an interdisciplinary team framework. Prerequisite: SPA 502 or equivalent. (Restricted to MScSLP students.)</p>	<p>management strategies. Students will develop their understanding of the course material via a series of clinical problem solving and treatment planning exercises. Prerequisite: CSD 502 or equivalent. (Restricted to MScSLP students only.) Not open to students with credit in SPA 520.</p>
<p>New Course</p>	<p>Delete Course</p>
<p>SPA 523 Augmentative/Alternative Communication Systems *1.5 (fi 3) (either term, 0-2L-0). This course will provide a description of various augmentative/alternative communication systems, including microcomputers. It will address assessment questions and the intervention process for individual users with communication disorders. Prerequisite: SPA 518. (Restricted to MScSLP students only.)</p>	<p>CSD 521 Dysphagia *3 (fi 6) (either term, 0-3L-0). Students will understand bases of normal and abnormal feeding and swallowing in children and adults, etiologies and conditions commonly associated with dysphagia, principles and procedures for diagnosis and treatment across age spans and conditions and complications associated with management; and be able to develop remediation plans and functional goals within an interdisciplinary team framework. Prerequisite: CSD 502 or equivalent. (Restricted to MScSLP students.) Not open to students with credit in SPA 521.</p>
<p>New Course</p>	<p>Delete Course</p>
<p>SPA 524 Introduction to Clinical Practicum I *7.5 (fi 15) (two term, 0-8c-2). Credit. Practical application of clinical procedures under direct supervision. Normally, students will possess an academic background enabling them to assume direct treatment responsibilities with children and adults having disorders of articulation and/or language. A minimum of 48 direct contact hours as well as simulated and indirect contact hours will be accrued. Seminar content will include topics of clinical and/or professional significance such as ethics, health law, private practice, goal setting and data collection. Flexibility in seminar topics will accommodate new topics as they arise. Prerequisites: At least six MScSLP courses including SPA 507, 511, 518. Corequisite: SPA 516.</p>	<p>CSD 523 Augmentative/Alternative Communication Systems *1.5 (fi 3) (either term, 0-2L-0). This course will provide a description of various augmentative/alternative communication systems, including microcomputers. It will address assessment questions and the intervention process for individual users with communication disorders. Prerequisite: CSD 518. (Restricted to MScSLP students only.) Not open to students with credit in SPA 523.</p>
	<p>Delete Course</p>

<p>(Restricted to MScSLPs students only.)</p>	
<p>New Course</p>	<p>CSD 524 Introduction to Clinical Practicum I *7.5 (<i>fi 15</i>) (two term, 0-8c-2). Credit. Practical application of clinical procedures under direct supervision. Normally, students will possess an academic background enabling them to assume direct treatment responsibilities with children and adults having disorders of articulation and/or language. A minimum of 48 direct contact hours as well as simulated and indirect contact hours will be accrued. Seminar content will include topics of clinical and/or professional significance such as ethics, health law, private practice, goal setting and data collection. Flexibility in seminar topics will accommodate new topics as they arise. Prerequisites: At least six MScSLP courses including CSD 507, 511, 518. Corequisite: CSD 516. (Restricted to MScSLPs students only.) Not open to students with credit in SPA 524.</p>
<p>SPA 525 Introduction to Clinical Practicum II *2 (<i>fi 4</i>) (either term, 0-2c-0). Credit. Continued practical application of clinical procedures under direct supervision. Normally students will acquire experience with alternative service delivery models such as group treatment. A minimum of 25 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisite: SPA 524. (Restricted to MScSLP students only.)</p>	<p>Delete Course</p>
<p>New Course</p>	<p>CSD 525 Introduction to Clinical Practicum II *2 (<i>fi 4</i>) (either term, 0-2c-0). Credit. Continued practical application of clinical procedures under direct supervision. Normally students will acquire experience with alternative service delivery models such as group treatment. A minimum of 25 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisite: CSD 524. (Restricted to MScSLP students only.) Not open to students with credit in SPA 525.</p>
<p>SPA 526 Voice and Resonance Disorders *3 (<i>fi 6</i>) (either term, 3-0-1). A study of the causes, nature, clinical assessment, and management of voice and resonance disorders. Prerequisites: SPA 502 and SPA 505. (Restricted to MScSLP students only.)</p>	<p>Delete Course</p>
<p>New Course</p>	<p>CSD 526 Voice and Resonance Disorders *3 (<i>fi 6</i>) (either term, 3-0-1). A study of the causes, nature, clinical assessment, and management of voice and resonance disorders. Prerequisites: CSD 502 and CSD 505. (Restricted to MScSLP students only.) Not open to students with credit in SPA 526.</p>
<p>SPA 527 Language and Literacy *3 (<i>fi 6</i>) (either term, 0-4L-0). Study of language development in school-age children and adolescents, with focus on the relationships among oral language, reading, and writing; linguistic tasks faced by these age groups in school and elsewhere; and implications for language assessment and intervention. Prerequisites: SPA 511 and 518. (Restricted to MScSLP students only.)</p>	<p>Delete Course</p>
<p>New Course</p>	<p>CSD 527 Language and Literacy *3 (<i>fi 6</i>) (either term, 0-4L-0). Study of language development in school-age children and adolescents, with focus on the relationships among oral language,</p>

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<p>SPA 528 Fluency *3 (fi 6) (either term, 3-0-1). A study of the development, nature and treatment of stuttering with particular emphasis on management strategies. Pre- or corequisite: SPA 501. (Restricted to MScSLP students only.)</p>	<p>reading, and writing; linguistic tasks faced by these age groups in school and elsewhere; and implications for language assessment and intervention. Prerequisites: CSD 511 and 518. (Restricted to MScSLP students only.) Not open to students with credit in SPA 527.</p>
<p>New Course</p>	<p>Delete Course</p>
<p>SPA 529 Adult Language Disorders II *3 (fi 6) (either term, 0-4L-0). Study of conditions (other than aphasia) affecting language, social, and cognitive functioning in adults, including traumatic brain injury, dementia, and right hemisphere dysfunction, and issues related to the aging process. Nature of underlying neuropathologies and their implications for differential diagnosis, assessment, and management will be addressed. Prerequisite: SPA 520. (Restricted to MScSLP students only.)</p>	<p>CSD 528 Fluency *3 (fi 6) (either term, 3-0-1). A study of the development, nature and treatment of stuttering with particular emphasis on management strategies. Pre- or corequisite: CSD 501. (Restricted to MScSLP students only.) Not open to students with credit in SPA 528.</p>
<p>New Course</p>	<p>Delete Course</p>
<p>SPA 532 Advanced Clinical Practicum *4.5 (fi 9) (either term, 0-12c-0). Credit. Full-time supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: SPA 525 and all MScSLP academic courses. (Restricted to MScSLP students only.)</p>	<p>CSD 529 Adult Language Disorders II *3 (fi 6) (either term, 0-4L-0). Study of conditions (other than aphasia) affecting language, social, and cognitive functioning in adults, including traumatic brain injury, dementia, and right hemisphere dysfunction, and issues related to the aging process. Nature of underlying neuropathologies and their implications for differential diagnosis, assessment, and management will be addressed. Prerequisite: CSD 520. (Restricted to MScSLP students only.) Not open to students with credit in SPA 529.</p>
<p>New Course</p>	<p>Delete Course</p>
<p></p>	<p>CSD 532 Advanced Clinical Practicum *4.5 (fi 9) (either term, 0-12c-0). Credit. Full-time supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 525 and all MScSLP academic courses. (Restricted to MScSLP students only.) Not open to students with credit in SPA 532.</p>

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<p>SPA 533 Advanced Clinical Practicum *4.5 (<i>fi 9</i>) (either term, 0-12c-0). Credit. Full-time supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: SPA 525 and all MScSLP academic courses. (Restricted to MScSLP students only.)</p>	<p>Delete Course</p>
<p>New Course</p>	<p>CSD 533 Advanced Clinical Practicum *4.5 (<i>fi 9</i>) (either term, 0-12c-0). Credit. Full-time supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 525 and all MScSLP academic courses. (Restricted to MScSLP students only.) Not open to students with credit in SPA 533.</p>
<p>SPA 534 Aural (Re)habilitation *3 (<i>fi 6</i>) (either term, 0-4L-0). Study of the diagnostic and treatment strategies for communication problems associated with childhood and adult onset hearing loss. Prerequisites: SPA 505, 507, 511 and 515. (Restricted to MScSLP students only.)</p>	<p>Delete Course</p>
<p>New Course</p>	<p>CSD 534 Aural (Re)habilitation *3 (<i>fi 6</i>) (either term, 0-4L-0). Study of the diagnostic and treatment strategies for communication problems associated with childhood and adult onset hearing loss. Prerequisites: CSD 505, 507, 511 and 515. (Restricted to MScSLP students only.) Not open to students with credit in SPA 534.</p>
<p>SPA 540 Advanced Clinical Practicum *4.5 (<i>fi 9</i>) (either term, 0-12c-0). Credit. Full-time supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: SPA 532 and 533. (Restricted to MScSLP students only.)</p>	<p>Delete Course</p>
<p>New Course</p>	<p>CSD 540 Advanced Clinical Practicum *4.5 (<i>fi 9</i>) (either term, 0-12c-0). Credit. Full-time supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 532 and 533. (Restricted to MScSLP students only.) Not open to students with credit in SPA 540.</p>

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<p>SPA 541 Advanced Clinical Practicum *4.5 (<i>fi</i> 9) (either term, 0-12c-0). Credit. Full-time supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: SPA 532 and 533. (Restricted to MScSLP students only.)</p>	<p>Delete Course</p>
<p>New Course</p>	<p>CSD 541 Advanced Clinical Practicum *4.5 (<i>fi</i> 9) (either term, 0-12c-0). Credit. Full-time supervised clinical practice normally for a period of six weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. A minimum of 75 direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisites: CSD 532 and 533. (Restricted to MScSLP students only.) Not open to students with credit in SPA 541.</p>
<p>SPA 597 Advanced Clinical Practicum *1-4.5 (<i>variable</i>) (either term, variable). May be repeated. Credit. Full-time supervised clinical practice for a period varying from four to twelve weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. Direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisite: SPA 516 and 524 and permission of the department. (Restricted to MScSLP students only.)</p>	<p>Delete Course</p>
<p>New Course</p>	<p>CSD 597 Advanced Clinical Practicum *1-4.5 (<i>variable</i>) (either term, variable). May be repeated. Credit. Full-time supervised clinical practice for a period varying from four to twelve weeks in an approved clinical service facility. Students will have completed all academic course work and will be prepared to work with a broad range of communication disorders under reduced supervision. Direct contact hours as well as simulated and indirect contact hours will be accrued. Prerequisite: CSD 516 and 524 and permission of the department. (Restricted to MScSLP students only.) Not open to students with credit in SPA 597.</p>
<p>SPA 598 Directed Individual Reading and Research *1-12 (<i>variable</i>) (either term, variable). May be repeated. Prerequisite: consent of Department. (MScSLP)</p>	<p>Delete Course</p>
<p>New Course</p>	<p>CSD 598 Directed Individual Reading and Research *1-12 (<i>variable</i>) (either term, variable). May be repeated. Prerequisite: consent of Department. (MScSLP) Not open to students with credit in SPA 598.</p>
<p>SPA 900 Directed Research Project *3 (<i>fi</i> 6) (either term or Spring/Summer, 0-3s-0). Required capping exercise for the MScSLP program. Intended to develop students' inquiry, reflection, critical thinking, and writing skills and to provide a supervised experience in the disciplined investigation of a problem. Prerequisites: SPA 501. (Restricted to MScSLP students only.)</p>	<p>Delete Course</p>

Faculty of Rehabilitation Medicine – Course Changes for 2014/2015

<p>New Course</p>	<p>CSD 900 Directed Research Project *3 (<i>fi 6</i>) (either term or Spring/Summer, 0-3s-0). Required capping exercise for the MScSLP program. Intended to develop students' inquiry, reflection, critical thinking, and writing skills and to provide a supervised experience in the disciplined investigation of a problem. Prerequisites: CSD 501. (Restricted to MScSLP students only.) Not open to students with credit in SPA 900.</p>
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