

## UNIVERSITY COUNCIL Agenda – April 18, 2024

**Location: ARTS 241, Neatby Timlin Theatre**  
**Time: 2:30 - 4:30pm**

### Call to Order

1. **Tribute**
  - 1.1. Tribute to Coach Emeritus and faculty member of the College of Kinesiology Mark Tennant presented by Joel Lanovaz, Interim Dean, College of Kinesiology
2. **Agenda**
  - 2.1. Adoption of the Agenda
  - 2.2. Council Motions
3. **Chair's Opening Remarks-** Dr. Marjorie Delbaere, Associate Dean Research, Graduate Programs and Faculty Relations, Edwards School of Business
  - 3.1. Council Gazette
4. **Minutes**
  - 4.1. Approval of Minutes – March 21, 2024
5. **Business Arising**
  - 5.1. Correction to Toxicology Centre Review Timeframe
  - 5.2. Correction to March Provost Report
  - 5.3. Response to APC New Program Proposal External Consultation Process
6. **Executive Committee**
  - 6.1. Item for Information: Results of the Call-for-Nominations for University Council 2024/25
7. **Academic Programs Committee (APC)**
  - 7.1. Request for Decision: Master of Physician Assistant Science (MPAS) program
  - 7.2. Item for Information: Degree-level Certificate in Speech Development and Diversity
8. **Governance Committee**
  - 8.1. Notice of Motion: College of Law Faculty Council Bylaw Revision

- 8.2. Notice of Motion: Disestablishment of the Program Approval Support Team, Academic (PASTA) Sub-Committee
  - 8.3. Notice of Motion: Governance Terms of Reference (membership) Revisions
  - 8.4. Notice of Motion: Nominations Committee Terms of Reference Revisions
  - 8.5. Notice of Motion: PPC Terms of Reference (including membership) Revisions
  - 8.6. Notice of Motion: Council Bylaw Election Revisions
  - 8.7. Notice of Motion: Additional Council Bylaw Revisions
9. **Scholarships and Awards Committee**
- 9.1. Item for Information: Best and Brightest Scholarship Recipients
10. **Joint Committee on Chairs and Professorships (JCCP)**
- 10.1. Request for Decision: Chartered Professional Accountants (CPA) Chair in Accounting
  - 10.2. Request for Decision: Shklanka Chair
  - 10.3. Request for Decision: Siemens EDA Chair
11. **Reports**
- 11.1. President
  - 11.2. Provost and Vice-President Academic
  - 11.3. Graduate Students Association (GSA)
  - 11.4. University of Saskatchewan Student's Union (USSU)
12. **Other Business**
13. **Question Period**

In addition to bringing forward questions during the course of a meeting, council members are also invited to submit questions on 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 ([delbaere@edwards.usask.ca](mailto:delbaere@edwards.usask.ca); [governance.office@usask.ca](mailto: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 question(s) during the course of the meeting.

14. **Adjournment**

*Next Council meeting is May 16, 2024- please send regrets to [governance.office@usask.ca](mailto:governance.office@usask.ca)*

*The deadline to submit motions to the Executive Committee for the May meeting is April 29, 2024. A full list of submission deadlines can be found [online](#).*



**Zoom Link:**

<https://usask-ca.zoom.us/j/96804888795?pwd=eE1zanZlNndsWVlIOGs5cEE0ODdMQT09>

Join by Telephone:

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

Other Zoom Dial-in Numbers: <https://usask-ca.zoom.us/u/afUH5p5BL>

Join by Video Conferencing Device (SIP):

96804888795@zoomcrc.com

Meeting ID: 968 0488 8795

Passcode: 72640791

Telephone Passcode: 72640791





## University Council Agenda Motions April 18, 2024

### Academic Programs Committee

7.1 **Request for Decision:** Master of Physician Assistant Science (MPAS) program

*Motion: It is recommended that Council approve Physician Assistant Studies, effective, May 2025.*

### Governance Committee

8.1 **Notice of Motion:** College of Law Faculty Bylaws

*Motion: It is recommended by Governance that Council approve the College of Law Faculty Bylaws as attached, effective immediately.*

8.2 **Notice of Motion:** Disestablishment of the Program Approval Support Team, Academic (PASTA) Sub-Committee

*Motion: It is recommended by Governance that the Program Approval Support Team, Academic be dissolved as a formal sub-committee under APC, effective immediately.*

8.3 **Notice of Motion:** Governance Terms of Reference (membership) Revisions

*Motion: It is recommended that Council approve the Terms of Reference (membership) changes for the Governance Committee effective September 2024.*

8.4 **Notice of Motion:** Nominations Committee Terms of Reference Revisions

*Motion: It is recommended by Governance that Council approve the Terms of Reference changes for the Nominations Committee effective September 2024.*

8.5 **Notice of Motion:** PPC Terms of Reference (including membership) Revisions

*Motion: It is recommended by Governance that Council approve the Terms of Reference changes for the Planning and Priorities Committee effective September 2024.*

#### 8.6 **Notice of Motion:** Council Bylaw Election Revisions

*Motion: It is recommended that Council approve the changes made to the election process of the Council Bylaws as attached, effective immediately.*

#### 8.7 **Notice of Motion:** Additional Council Bylaw Revisions

*Motion: It is recommended that Council approve all updates to the Council Bylaws as attached, effective immediately.*

### **Joint Committee on Chairs and Professorships (JCCP)**

#### 10.1 **Request for Decision:** Chartered Professional Accountants (CPA) Chair in Accounting

*Motion: It is recommended by the Joint Committee on Chairs and Professorships that University Council approve the Chartered Professional Accountants (CPA) Chair in Accounting in Edwards School of Business, as approved by the Board of Governors on April 9, 2024.*

#### 10.2 **Request for Decision:** Shklanka Chair

*Motion: It is recommended by the Joint Committee on Chairs and Professorships that University Council approve the Shklanka Chair in the College of Arts and Science, as approved by the Board of Governors on April 9, 2024.*

#### 10.3 **Request for Decision:** Siemens EDA Chair

*Motion: It is recommended by the Joint Committee on Chairs and Professorships that University Council approve the Siemens EDA Chair in the College of Engineering, as approved by the Board of Governors on April 9, 2024.*

# USASK COUNCIL GAZETTE

Volume I, No. 1

April 18, 2024

## Planning and Priorities Looks at the Big Picture

The Planning and Priorities (PPC) Committee of Council has had several engaging presentations and conversations over the past few months with the opportunity to provide recommendations and provide a wide range of perspectives across camps.

Presentations and updates have included unit priorities from all the Vice-President Portfolios with opportunities to review and provide feedback on the Travel Policy revision. Deputy Provost Patti McDougall provided information about tuition consultations and setting tuition for 2024/2025. In addition, PPC has had multiple touch points on financials and budgeting from Devan Mescall, Chief Financial Officer to provide an understanding of the process and the opportunity to provide recommendations to the Board of Governors on the 2024/2025 budget.

The AI Task Force led by Vince Bruni-Bossio, Interim Associate Vice-Provost, Strategic Priorities and Nancy Turner, Associate Vice-Provost, Teaching and Learning presented preliminary plans where members were asked to provide feedback and recommendations on the vision and proposed structure of the task force. The AI Task Force team will be coming back to PPC in May for a further update.

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We cannot be mere consumers of good governance; we must be participants; we must be co-creators.

-Rohini Nilekani

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Presentations and fulsome discussions have occurred on the Integrated Service Renewal Project (ISR) led by Greg Fowler Vice-President Administration and CIO, and the Administrative Service Renewal Project (ASR) led by Vince Bruni-Bossio. Members were informed of the importance of both these projects and the way they intersect. USask is in a critical state with outdated enterprise systems; however, new systems provide less opportunity to customize. A change in systems will require a change in processes.

PPC only has a few meetings left with plenty of information to come. Some of the topics and discussion ahead include Faculty Complement Planning (which will also go to TLARC and RSAW), Strategic Enrolment Management, Institutional Space Framework and a follow up to the ISR and Capital Prioritization Project.

For thoughts and questions on 'what's happening' at PPC, connect with Danielle at [danielle.rudulier@usask.ca](mailto:danielle.rudulier@usask.ca), PPC Committee Coordinator.

# Teaching, Learning and Academic Resources Explores Learning in the Rapid Changing World

The Teaching, Learning and Academic Resources Committee (TLARC) has come together five times since the beginning of the academic year and has hosted a total of seven guest speakers. The committee receives a variety of working group updates, presentations, and robust discussions.

Presentations and updates have included survey results for teaching practices and proposed changes to SLEQ, TLARC Assessment/Academic Programs Committee joint working group for Assessment Policy and Procedure development and revision of academic courses policy.



[USask Council Committee Chairs](#)

The committee has been focusing on the evolution of Artificial Intelligence including AI use, integrity implications, and proactive responses as well as the development of assessments that support discipline-specific uses of AI and how we support faculty on its use.

The Academic Integrity Taskforce is focused on providing recommendations on Gen AI and Chat GPT.

Discussion topics have included EDI Principles and language surrounding Indigenization and Decolonization and fostering agency and dissemination of TLARC's work. Provost Airini joined TLARC as a guest.

TLARC has been working on a Terms of Reference Review including the access and resources available to commission reports and seek out information on topics being brought forward from Council.

Chair Malin had the opportunity to attend Deans Council in regards to Student Learning Competencies. Discussions were focused around the required resources for the integration of competencies into program frameworks.

For thoughts and questions on 'what's happening' at TLARC, connect with Lissa at [lissa.defreitas@usask.ca](mailto:lissa.defreitas@usask.ca), TLARC Committee Coordinator.



# Research, Scholarly and Artistic Work is *Researching* New Heights

Over the last few months, the Research, Scholarly and Artistic Work (RSAW) Committee has been engaged in several discussions with proponents of various projects and aspirational initiatives intended to improve institutional policies, facilitate and uplift research, scholarly, and artistic work around campus and in the wider community.

RSAW engagements have included a conversation with Scott Walsworth, Vice-Provost Faculty Relations, about University standards focusing on RSAW evidence for tenure and promotion. Trever Crowe stopped by and shared the College of Agriculture and Bioresources' guidelines on best practices and procedures for conducting research within teams.

The Dean of the College of Graduate & Postdoctoral Studies (CGPS), Debby Burshtyn, discussed CGPS Generative AI Framework and members were able to provide feedback and share their experience with AI and generative AI in their RSAW networks. In addition, Dawn Wallin, Associate Vice-President Research, engaged with RSAW regarding the development of Key Performance Indicators and measures of success for RSAW. Members were keen to provide feedback as they learned about this initiative.



[2024 Grand Prize winner](#), A Curious Male Honeybee  
(Photo: Marina Carla Bezerra da Silva)

Furthermore, the committee had the opportunity to provide feedback on the preliminary stages of the travel policy development with a focus on the impact it will have on a wide spectrum of RSAW-related activities as well as introduced to, and consulted with, regarding the work of the USask Generative AI Task Force. The topic of AI continues to be a prompt for much discussion within the committee.

RSAW and PPC received a progress update on the USask Sustainability Strategy from Janelle Hutchinson, Chief Sustainability Officer. The committee noted significant intersections with RSAW-related activities on campus and beyond.

The committee also received annual reports related to the Responsible Conduct of Research policy, delivered by Darcy Marciniuk, Associate Vice President Research; Diane Martz, Responsible Conduct of Research Specialist; and Trever Crowe, Associate Dean, Research and Graduate Studies. In addition, RSAW received the annual report on animal and human ethics from the Research Ethics Board, delivered by Robert Laprarie, Saskatchewan-GSK Chair in Drug Discovery and Development; Kurtis Swekla, University Veterinarian and Director of Animal Ethics Research Ethics and Infrastructure; and Gordon McKay, Interim Director of Human Ethics.

For thoughts and questions on ‘what’s happening’ at RSAW, connect with Anna at [anna.okapiec@usask.ca](mailto:anna.okapiec@usask.ca), RSAW Committee Coordinator.





## ANNOUNCEMENTS:

- ◆ Do you want to get involved on the Committees of Council? Nominations close tomorrow. [Fill out the nomination form today!](#)
- ◆ GAA took place on April 4th – thank you to all who attended.
- ◆ Senate meeting on Saturday April 20th.



## ENTERTAINMENT GUIDE

Reminder to take time to pause...

*“Life is what happens when you’re busy making other plans.”*  
— John Lennon

## NOVELS

### Classic Reads:

Dune by Frank Herbert  
Wuthering Heights by Emily Bronte  
War and Peace by Leo Tolstoy

### Reads That Make You Think:

The Alchemist by Paulo Coelho  
Never Let Me Go by Kazuo Ishiguro  
When Breath Becomes Air by Paul Kalanithi

## ON THE SCREEN

### For the Scholars:

Dead Poets Society  
The Great Debaters  
Lorenzo’s Oil

### For the Stats Lover:

Moneyball  
21  
Minority Report

### For the Language Lover:

Beautiful  
Parasite  
The Kid With a Bike

### Governance Office Pick of the Month:

Legally Blonde | You Never Know When Fashion Is Going To Save The Day!

Do you have an announcement, book, movie or podcast to share? We would love to hear it!  
Connect with us at [governance.office@usask.ca](mailto:governance.office@usask.ca)

BE WHAT THE WORLD NEEDS

**Call to Order**

The meeting was called to order at 2:35 pm.

The Chair, Dr. Marjorie Delbaere, began with a Land Acknowledgement.

Chair reviewed zoom protocols.

No members of the media identified themselves.

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

**1. Tribute**

Dr. Daryl Lindsay, Professor Emeritus, Department of Accounting, Edwards School of Business provided a tribute to Dr. Bruce Irvine from the Edwards School of Business.

**2. Adoption of the agenda****2.1 Adoption of the Agenda**

The agenda that was circulated was amended to change the title on item 7.1 to Request for Decision: Committee Nominations March 2024.

(Jones/Willoughby): *That the agenda be approved as amended.*

CARRIED

**3. Chair's Opening Remarks**

Chair Delbaere shared thoughts on flow of information to Council from the committees noting there is a great amount of engagement and work that occurs with many groups across campus. The Chair noted that the Executive is working on a way of reporting information to ensure Council members are aware of the work and discussions taking place.

The Chair thanked members for sharing questions in advance explaining that this format helps bring meaningful answers at Council meetings and encouraged members to continue to bring forward information and questions.

**4. Minutes of the meeting of January 25, 2024**

(Rayan/Bell): *That the minutes of January 25, 2024, be approved.*

CARRIED  
1 abstention

## 5. Business Arising

### 5.1 Follow up to College of Graduate and Postdoctoral Candidate Assessment Changes

Dr. Burshtyn provided an overview of the changes to reframe doctoral competencies. See the [attached slides](#).

Questions/Comments:

A member commented that it was not the content of the policy change, but the issue was the way the changes were communicated. The member asked if a better mechanism for information distribution to faculty in CGPS could be considered, noting the process the College of Arts and Science has created to communicate to their faculty.

Dean Burshtyn mentioned that the graduate chairs are to be sharing and communicating these changes with their departments and assured Council members that more conversations with grad chairs and their roles of communicating information can be reiterated.

The Chair noted that all proper mechanisms were followed for the approval process of this item.

Vice-Chair Reza Fotouhi moved into the chair role as Chair Delbaere is a proponent for one of the APC items.

## 6. Academic Programs Committee (APC)

Dr. Carolyn Augusta, chair of the Academic Programs Committee presented the committee's items.

### 6.1 Request for Decision: Bachelor of Science in Dental Hygiene

The full proposal is in the package.

- This program will expand offerings in the College of Dentistry and will address gaps in field of oral health care in our province
- To encourage training of students who live in Saskatchewan, this program will reserve 10 of its 18 seats for applicants from Saskatchewan
- This is a 3-year program, and it will utilize existing College of Dentistry infrastructure. The courses and clinics for this program will be taught during evening hours on weekdays to maximize access to lab and clinical space

A member asked if Saskatchewan Polytechnic was consulted given that they have a similar program. Dr. Augusta replied that yes, they were and the market is wide enough to support these dual programs.

Motion: (Augusta/Yao) *It is recommended that Council approve Bachelor of Science in Dental Hygiene program, effective Fall 2024.*

CARRIED  
2 opposed online

## 6.2 Request for Decision: Termination – Postgraduate Diploma in Aboriginal Agriculture and Land Management

The full proposal is in the package.

- This program is being proposed for termination because the faculty who delivered the required courses have retired and there have not been any students enrolled in the program for a number of years
- With the termination of this program the college will support development of other land-based programming opportunities

There were no questions.

Motion: (Augusta/Yao) *It is recommended that Council approve the termination of the Postgraduate Diploma in Aboriginal Agriculture and Land Management, effective May 2025.*

CARRIED  
2 abstentions

## 6.3 Item for Decision: Changes to Admissions Requirements –Master of Business Administration

The full proposal is in the package.

The proposed changes are to modify the conditions under which the requirement of a GMAT examination may be waived and expands the list of degrees from Canadian institutions that an applicant may hold that would exempt them from having to take the GMAT.

There were no questions.

Motion: (Augusta/Yao) *It is recommended that Council approve changes to the Admissions Qualifications for the Master of Business Administration Program, effective the 2025-26 admissions cycle.*

CARRIED  
1 abstention

## 6.4 Request for Decision: Master of Chemical Risk Assessment

The full proposal is in the package.

- This new professional graduate program that will formalize the partnership between USask and Aarhus University in Denmark and will address a growing need for trained professionals in this discipline
- This program will target both domestic and international students, with student from Aarhus University being assessed as domestic students
- Twelve new courses have been developed for this 36 cu course-based Master's program, with tuition charged per credit unit
- The program will seek to admit 15 students in the first year its offered, eventually scaling up to 40 students per cohort by year 3

Clarification was sought that the program will be offered under SENS.

Motion: *(Augusta/Yao) It is recommended that Council approve Master of Chemical Risk Assessment program, effective Fall 2024.*

CARRIED.  
1 opposed  
2 abstentions

Chair Delbaere resumed chairing duties.

## 7. Nominations Committee

### 7.1 Request for Decision: Committee Nominations March 2024

Dr. Veronika Makarova, Chair of the Nominations Committee presented the item.

There were no questions.

Motion (Bell/Singh): *It is recommended that Council approve the slate of nominations effective March 21, 2024, as attached.*

CARRIED  
1 opposed

## 8. Reports:

### 8.1 Report of the President

President Stoicheff began his report by drawing attention and thanking all those involved in the success of the USports Women Hockey Championships, noting the terrific opportunity for Huskie Athletics to host the event. The Championships consisted of eight (8) teams from across the country as well as several attendees who commented on the quality of the hosts and the city.

The President mentioned the Provincial Budget was released yesterday, noting there is much more that needs to be analyzed and considered. The good news was that the Post- Secondary Education sector received 793 million which is a 3.7% increase. For USask, we are entering into our final year of the MOU, which was originally signed to protect us during COVID from any decreases. USask is currently in discussions with the government to renew the MOU. Several capital requests were also made to the Government and quite a few were met in the budget.

Overall, it is a positive budget for us due to the efforts put forward by the Government Relations team and senior leaders. A relationship has been built with the Government where USask can continue to make the value proposition of what this institution contributes.

President Stoicheff provided some observations: Budget results aside, USask is in very good shape compared to what is happening at other institutions across the Country. Institutions who operate on outcome-based budgets are seeing operating grants decreasing based on not meeting outcomes, drastic changes are causing drastic increases.

The President made mention of several days of importance, including the celebration of International Women's Day on March 8th, today is the International Day for the Elimination of Racial Discrimination and tomorrow on March 22 is World Water Day.

USask receives research funding from several governing bodies. A few of the research funding results included:

- \$17 million from the Canada Foundation for Innovation (CFI) fund in support of the [HAWC \(High-altitude Aerosols, Water vapour and Clouds\)](#) mission
- Global Affairs Canada announced \$65 million in funding for a series of international development projects. The [USask health and rights program](#) in Mozambique will receive \$20 million.
- SHIR provided \$5 million in funding

Research has an impact, and this funding verifies that USask is doing excellent work.

There were no questions.

## 8.2 Report of the Provost

Provost Airini highlighted the EDI and indigenization focus of her report, noting the Internal Truth and Reconciliation Forum on April 26th.

Dr. Airini extended her appreciation for the Black History Month planning committee and mentioned the call for next year's planning committee. Contact Tasnim Jaisee, equity, diversity, inclusion project specialist in the Office of the Provost and Vice President Academic at [tasnim.jaisee@usask.ca](mailto:tasnim.jaisee@usask.ca) if you are interested in participating.

Provost Airini mentioned the gift from K+S Potash to USask SCI-FI Campus, which will allow the continuation of free programming bringing together students and youth interested in science, math and engineering.

[Applications are open](#) for a new cohort of Sustainability Faculty Fellows. The deadline to apply is April 15, 2024.

There were no questions.

## 8.3 Report from the GSA

Interim President Kayla Benoit reported a few items:

- Election process for the incoming year is now open, encouraged members to let any of their graduate students know.
- Gala coming up on April 27<sup>th</sup>.
- National Indigenous Water Operator Day

There were no questions.

#### 8.4 Report from the USSU

Vice-President Academic Affairs Elisabeth Bauman presented the report. The full report can be found in the agenda package.

- 2023-2024 food insecurity and housing struggles continue
- USSU Food Center is seeing a growing need and concern. The Food Center has provided 627 hampers compared to 172 last year at this time, noting that graduate students account for 72% of the need.
- USSU is working with the city on the housing crisis
- USSU elections are on now

Comments and suggestions were given about possible funding opportunities for the Food Center.

#### 9. Other business

There was no other business.

#### 10. Question period

Pre-submitted Questions:

Following up on the proposal from this time last year to move the reporting line of Toxicology to under SENS, an agreed point was that the Tox Center would undergo its review this year. What is the progress on that review, and what benefits have the Tox Centre received from that change in reporting line?

The Deputy Provost responded that the review would be completed within 3-5 years.

What is the status of the implementation of the EDI framework for action? There were commitments from the President to universal design in its mobilization to the campus community, and to a sensitivity reading of the plan.

The President's office responded that the EDI Framework for Action is complete and will be officially posted on March 21 (today), on the UN International day for the Elimination of Racial Discrimination. The EDI Framework was endorsed by the Board of Governors, Senate and Council. Feedback was received from members of each of these groups and submitted for revision. Both universal design and a sensitivity reading of the plan were a part of this revision. The updated version of the document has been posted at this link

<https://plan.usask.ca/edi/index.php>

A member inquired about communication and status of communication on the institutional space framework that was implemented by the Registrar's Office as well as the Terms of Reference for the task forces in the Provost Office.

- What oversight is Council expected to provide?
- What does Council expect the level of communication on these entities to be?

The Chair reiterated that a more improved way of sharing information and bringing updates to Council is in development. The goal is that with more regular communication flow, this should help with the transparency of

what is happening in the committees. The Executive is open to find ways and ensuring we are upholding good governance.

A member wanted to thank Facilities, and everyone involved in snow removal after the storm.

A member offered feedback to APC to ensure that the consultation process is broader when it comes to new programs, especially looking at what is being offered elsewhere in the province.

A member commented on a laborious process to remove hateful messages from student reviews and inquired about a more streamlined process. The Vice-Provost of Students and Learning responded that the process seems to be working, but it open to ideas.

- Instructor reports comment to Department Head or Associate Dean
- The comment is then reported to the VP of Students and Learning for removal
- Conversation/ action is taken with the student

Secretary Demkiw noted that Council elections are on and open until noon tomorrow. GAA meeting is on Thursday April 4<sup>th</sup> where the President to present State of University address.

## **11. Adjournment**

(Zello): The meeting was properly adjourned at 4:16 pm.



# Reframing Doctoral Competencies

Supporting decolonization, diversity, and equity



# Policy Review with EDI Lens

## Substantive Changes

- Leaves from program
- Time-in-program & extensions
- Supervisory and Examining Committee Structure
- Qualifying & Comprehensive Examinations



# Previous Examinations Policy

**6.3.1. THE QUALIFYING EXAMINATION** The purpose of the Qualifying Examination, which should be completed in the first year of the student's program, is to satisfy the academic unit **the student has the potential to obtain sufficient knowledge of the chosen general field of study to proceed toward candidacy for the Ph.D. degree.** The content of the examination shall fairly and reasonably reflect material which the student could be expected to know and understand in view of the prevalent and current norms of the discipline and the student's chosen area of research

**6.3.2. THE COMPREHENSIVE EXAMINATION** The **purpose** of the Comprehensive Examination is **to determine whether the student has a mature and substantive grasp of the field as a whole.** Normally this examination is scheduled after the student has completed all course requirements and before beginning the doctoral research and thesis. The exam is on topics cognate to the candidate's field of research. A student passing the Comprehensive Examination is **deemed a Ph.D. candidate.**



# Candidacy Assessment

## Qualifying Examination

- permitted, not required by CGPS

## Candidacy Assessment Requirement

- replaces “Comprehensive” terminology
- clarified and updated purpose reflective of best practice
- may be composed of multiple components (field exams, proposal defense, oral examination of grant proposal, etc.)
- must be completed within 24 months
- new transcript notation when satisfied
- PhD student becomes PhD Candidate



Contents

- 6.1. SUPPLEMENTAL AND DEFERRED EXAMINATIONS
- 6.2. DOCTORAL CANDIDACY ASSESSMENT

↑ Top

Revisions approved Sections 6.3 (renumbered to 6.2) by CGPS Council November 23, 2023

Implementation May 1, 2024

# Candidacy Assessment

## Purpose

To ensure that a student is sufficiently prepared to be successful in their doctoral research and dissertation a student must be able to demonstrate to their committee that they have:

- an adequate grasp of the current state of knowledge in the intended field of research;
- the potential ability to conduct advanced original research independently using relevant methodologies; and,
- the ability to communicate in ways appropriate to the field of research and practice.

If applicable, the candidacy assessment may also evaluate a student’s capability to meet other knowledge or skill requirements set by the academic unit for the discipline.

## 6.2. DOCTORAL CANDIDACY ASSESSMENT

### Purpose

To ensure that a student is sufficiently prepared to be successful in their doctoral research and dissertation a student must be able to demonstrate to their committee that they have:

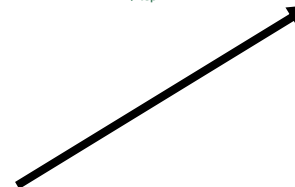
- an adequate grasp of the current state of knowledge in the intended field of research;
- the potential ability to conduct advanced original research independently using relevant methodologies; and,
- the ability to communicate in ways appropriate to the field of research and practice.

If applicable, the candidacy assessment may also evaluate a student’s capability to meet other knowledge or skill requirements set by the academic unit for the discipline.

### Timing

The candidacy assessment will occur within 24 months of initial registration. For students who transfer from a master’s to a doctoral program, the assessment will occur within 36 months of initial registration.

The candidacy assessment is scheduled to occur after the student has completed all course requirements. After satisfying the candidacy assessment, the candidate’s focus will be on completing the doctoral research and dissertation.



**Questions?**

**UNIVERSITY COUNCIL  
FOR INFORMATION**

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**DATE OF MEETING:** April 18, 2024

**SUBJECT:** Correction to March Provost Report

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**SUMMARY:**

It came to our attention that a condensed version of a news story in the March Provost's Report to Council contained an error in a date of convocation.

In the section reporting on progress towards the University Plan 2025 aspirations (see page 9 of the attached report), an esteemed graduate student, Elder Linda Young, was highlighted through a USask news item. The date of convocation has now been corrected to show that Elder Young will receive her PhD in June 2024.

**ATTACHMENT:**

1. Updated March Provost Report



BE WHAT THE WORLD NEEDS

## Provost's Report to Council

### March 2024

Hello Council Chair, members, and visitors. Bonjour.

tānisi. hǎn. ǎdłanet'e? taanishi. aniin

[English. French. Cree. Dakota/Lakota/Nakota. Dene. Michif. Sauteaux]

### GENERAL REMARKS

This report provides updates as well as indications of our progress toward achieving the five aspirations outlined in the [University Plan 2025](#).

### Indigenous Achievement Week held from March 4 - 8

[Indigenous Achievement Week \(IAW\)](#), which celebrates the successes of Métis, First Nations, and Inuit students, staff, faculty, and alumni, was held from March 4 - 8, 2024. Various events took place at the University of Saskatchewan (USask) throughout the week, including the Indigenous Student Achievement Awards Ceremony on March 6.

I would like to extend my heartfelt congratulations to all award-winning students, who were honoured and celebrated during the awards ceremony at Marquis Hall for their academic achievement, community engagement, leadership, research, and resiliency. I would also like to thank the many members of our USask community who attended, organized, and promoted the events throughout the week. Your support played a key role in the success of IAW 2024.

### māmowi āsohtētān Internal Truth and Reconciliation Forum scheduled for April 26

The 7th annual māmowi āsohtētān Internal Truth and Reconciliation Forum will take place on Friday, April 26, 2024.

Sponsored by the [Office of the Vice-Provost Indigenous Engagement](#) and facilitated by the [Mistatimōk Committee](#), this annual event is a response to the Truth and Reconciliation Commission of Canada's Calls to Action and provides an opportunity to gather and constructively and respectfully dialogue and plan for the university environment we need and want. Please save the date. More details will be available in the coming weeks.

### International Women's Day commemorated on March 8

International Women's Day (IWD), held annually on March 8, is a global celebration of the social, economic, cultural, and political achievements of women. Each year, this day serves as a powerful reminder of the progress that has been made toward gender equality while highlighting the work that still needs to be done.

The theme for International Women's Day 2024 was [#InspireInclusion](#). This is an invitation for us all to elevate diversity and empowerment in all aspects of society. I am so proud of the initiative taken daily



across USask to inspire inclusion. We are still learning, but we are sincere and evolving in good ways. For example, we have leaders in women's and gender studies, we have equity, diversity, and inclusion (EDI) training across the university, and we have policies and actions underway. At USask, our [Equity, Diversity, and Inclusion Policy](#) and Framework for Action formalize our commitment to taking action for diversity, equality, inclusion, and human dignity.

One of the many examples of how USask is inspiring inclusion is the [Period Equity Project](#), which was launched in 2023 by the Office of the Provost and Vice-President Academic. Now, free menstrual hygiene supplies are available in more than 70 washrooms across our main Saskatoon campus. Every person who needs menstrual products should have access to them. The Period Equity Project is helping to make that happen.

On International Women's Day—and every day—I encourage us to work collaboratively to inspire inclusion. Together, we are making a positive difference at USask, in our province, and far beyond.

### **More than 25 events hosted at USask during Black History Month in February**

[Black History Month](#) at USask honours the legacy and contributions of members of the university's Black community. This year, throughout the month of February, [more than 25 events were organized by colleges, schools, units, departments, and groups](#)—the most events ever held at USask for Black History Month.

USask's 2024 Black History Month Planning Committee members first began meeting in September 2023. Throughout their planning meetings, they developed a theme for Black History Month 2024 at USask: "Celebrating Black Experiences: Arts, Literature and More."

I would like to thank the members of the Black History Month Planning Committee, the members of the Black Faculty and Staff Caucus, and all members of the USask community who organized and attended Black History Months events. I am grateful for your vision and dedication; our events and initiatives throughout the month of February were successful because of your ongoing support.

Black History Month 2024 at USask officially began with a launch event on Feb. 1 and concluded with a celebration gala hosted by the Black Faculty and Staff Caucus on Feb. 29.

I would like to highlight some additional events and initiatives that were held in February:

- After a successful run in 2023, this year's Black History Month celebrations again featured four days of culinary events hosted by USask Culinary Services. Held at Marquis Culinary Centre, each event featured a unique menu highlighting the rich cultural heritage and delicious cuisine of the African diaspora. These events had more than 1,000 visitors throughout the month of February.
- Building on momentum from 2022 and 2023, the Provost's Book Club was back for another year, featuring three meetings highlighting and discussing readings from *The Black Prairie Archives: An Anthology*, edited by Karina Vernon, with one of the sessions facilitated by the editor. Dr. Airini (PhD), provost and vice-president academic, and Natalya Mason, community engagement specialist in the College of Medicine's Division of Social Accountability, also hosted book club sessions. Participants discussed their thoughts and interpretations of each reading as the group explored multiple time periods in Prairie history.
- New to Black History Month celebrations in 2024 was a special screening of National Geographic's documentary *The Space Race*, hosted in collaboration with USask and the Canadian Black Scientists Network. *The Space Race* uncovers the little-known stories of the first Black pilots, engineers, and scientists who became astronauts. This event was organized Dr.

Eriq Lukong (PhD), a USask Black Faculty and Staff Caucus representative and a College of Medicine professor.

- A unique poetry and performance workshop series was facilitated by local award-winning interdisciplinary poet Peace Akintade. The series was coordinated by the College of Medicine and the University Library and offered two poetry-writing workshops throughout February that focused on metaphors, storytelling, and personification. Participants were also invited to contribute to a larger collaborative creative process to showcase a final art piece in the second workshop.
- Throughout February, anyone who visited the USask campus was able to walk through the Bowl after sundown or before sunrise and find the Peter MacKinnon Building lit in celebratory green, red, and yellow lights.
- Student groups also organized independent programming that was available for the campus community to take part in, including movie nights, discussion panels, and a gala celebration.
- A full list of the activities that took place this year, as well as resources available to the campus community and a series of news articles, can be found online at [spotlight.usask.ca](https://spotlight.usask.ca).

USask community members who would like to join the Black History Month Planning Committee can contact Tasnim Jaisee, equity, diversity, inclusion project specialist in the Office of the Provost and Vice-President Academic, by email at [tasnim.jaisee@usask.ca](mailto:tasnim.jaisee@usask.ca).

### **Dermatology residency training to begin in July at College of Medicine's Regina campus**

Following years of collaborating with other universities to train dermatology residents for Saskatchewan, the [College of Medicine will welcome its first resident into its newly accredited dermatology program in July 2024](#).

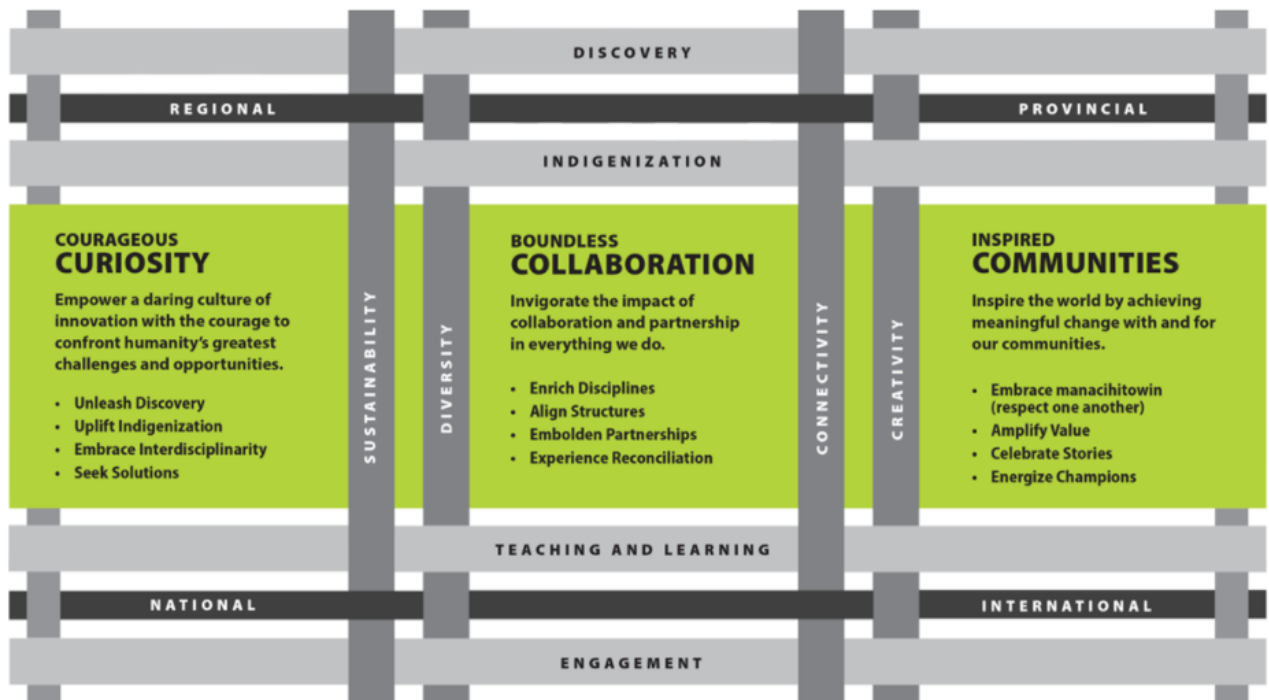
The program will be centred primarily at the College of Medicine's Regina campus and will be led by Regina division head Dr. Karen Holfeld (MD) as well as assistant professor in dermatology Dr. Brittany Waller (MD).

The application process for the recently approved dermatology residency took about six to eight months and is already set up for this year's March Canadian Residency Matching Service match. There will be one postgraduate position available for the five-year program in 2024, with a second to be added going forward beginning in 2025.

### **USask support program fosters community, academic skills with Afghan refugees**

An academic support program at USask is helping Afghan refugees who are looking to further their education. Sponsored by the 30 Birds Foundation, [the English Language Enhancement and Academic Preparation \(E-LEAP\) course](#) is a six-week program created by the USask Language Centre (USLC). E-LEAP supports prospective applicants to USask who require English proficiency assessments, intensive academic English training, and support in completing an application to USask.

The 30 Birds Foundation is dedicated to safeguarding the future of a group of 450 Afghans, predominantly schoolgirls, who evacuated from Taliban-controlled Afghanistan. E-LEAP is unique because it does not assume all participants will need English for Academic Purposes for proficiency. The program recognizes that some students may have strong English skills but need some academic practice and assistance in getting to the next step: applying for an academic program.



## UNIVERSITY 2025 PLAN: THE UNIVERSITY THE WORLD NEEDS

nīkānītān manāchitowinihk / ni manachīhitoonaan

### Meaningful Impact

#### **Gift from the Samit & Reshma Sharma Foundation supports USask graduate students**

Samit Sharma believes in the importance of post-secondary education and in making the world a better place. Those key values led Sharma, an engineer and entrepreneur based in Kingston, Ont., [to give \\$300,003 to USask as part of the Be What the World Needs campaign](#)—the most ambitious campaign in the province’s history.

The generous gift, made possible through three endowments from the Samit & Reshma Sharma Foundation, will support graduate students conducting research in three key areas: water security; human and veterinary infectious diseases and vaccines; and soil health and regenerative agriculture.

The new graduate student awards are:

- The Samit & Reshma Sharma Graduate Award in Vaccine & Infectious Disease Research, which aims to celebrate researchers at the Vaccine and Infectious Disease Organization (VIDO) and to enhance societal knowledge and practices for preserving the environment and fighting infectious diseases with effective vaccines. It will be awarded annually to a graduate student who demonstrates outstanding academic achievement and research excellence with a focus on human and veterinary infectious diseases and/or vaccines.

- The Samit & Reshma Sharma Graduate Award in Water Security, which aims to celebrate researchers at the Global Institute for Water Security (GIWS) and to enhance societal knowledge and practices for preserving the environment and mitigating climate change. It will be awarded annually to a graduate student who demonstrates outstanding academic achievement and research excellence in holistic approaches to environmental health sciences and/or water security.
- The Lata Sharma Graduate Award in Agriculture, which honours Sharma's mother, Lata Sharma, who supported, educated, and inspired her family through her hard work for more than 30 years in the field of agriculture in India. The award aims to enhance societal knowledge and practices for preserving the environment and mitigating climate change. It will be awarded annually to a graduate student who demonstrates outstanding academic achievement and research excellence with a focus on holistic approaches to regenerative agriculture and/or soil health sciences.

### **K+S Potash Canada invests in Saskatchewan youth through USask SCI-FI Camps**

A generous gift of \$150,000 from K+S Potash Canada (KSPC) will enable [SCI-FI Science Camps to continue to offer free programming to Saskatchewan youth](#) interested in science, technology, engineering, and math (STEM).

Maureen Bourke, director of SCI-FI Science Camps at USask's College of Engineering, said the donation is critical to its mission of providing all Saskatchewan youth with an opportunity to explore different areas of science and digital skills in a fun and supportive environment. "Approximately 90 per cent of the programming we offer is free to youth and their families, so KSPC's support will allow us to continue this important work," said Bourke. "On the instructor side, gifts like these allow us to employ more than 30 enthusiastic USask undergraduate students from a variety of disciplines, which in turn allows them to develop critical career-enhancing skills of resiliency, creativity, adaptability, and teamwork needed in today's workplace."

KSPC's investment in the SCI-FI Camps Equity and Diversity Fund will also support programming for girls, Camp fYrefly, and workshops and camps for marginalized communities.

SCI-FI Science Camps at the College of Engineering were established by a group of engineering students in 1989, and the first summer camp in 1990 saw 140 registrants. The program has seen significant growth throughout the years, with now more than 1,600 Saskatchewan youth attending summer camps and nearly 20,000 youth participating in SCI-FI programming each year.

In addition to SCI-FI summer camps, the program offers 563 free science workshops in schools throughout the province, Saturday Science Clubs, high school engineering clubs, the Girls DiscoverSTEM Conference, Indigenous programming, and programming for the Children's Festival of Saskatchewan, the City of Saskatoon summer playground program, and for children undergoing medical care at Jim Pattison Children's Hospital.

A portion of SCI-FI Science Camps programming is specifically targeted to underrepresented groups in STEM, including girls and female-presenting youth, Indigenous youth (through partnerships with Saskatoon-based organizations such as the Indian and Métis Friendship Centre, the White Buffalo Youth Lodge, and the Saskatoon Tribal Council), new Canadians, 2SLGBTQIA+ youth, Black youth, and rural/northern youth—one of the reasons that KSPC felt it was important to invest in the USask program.

### **USask exhibition celebrates Sask. painter's landscape legacy**

USask graduate Wynona Croft Mulcaster (BA'43) played an integral role in shaping the history of art and art education in Saskatchewan. Now, eight years after her death in 2016 at the age of 101, [an exhibition at USask's Kenderdine Art Gallery is paying tribute to her legacy.](#)

The show—titled *Nonie*, a reference to Mulcaster's nickname—features 20 paintings on canvas and paper. Selected by curator and fellow USask graduate Leah Taylor (BFA'04), the paintings depict two places Mulcaster considered home: Saskatchewan, where she was born in 1915, and San Miguel de Allende, Mexico, where she lived for about 40 years before her death.

Starting in 1937, Mulcaster taught art to schoolchildren in Prince Albert and rural Saskatchewan, and later taught art at the Saskatchewan Teachers' College in Saskatoon, where she took on the role of director of art education. In 1946, Mulcaster studied at the Banff School of Fine Arts, and from 1964 to 1977 she taught painting at USask as an associate professor in the Department of Visual Art. Her students included artists such as Henry Bonli, Robert Murray, Otto Rogers, and Allen Sapp.

After earning her Bachelor of Arts degree at USask in 1943, Mulcaster studied at the Instituto Allende, a visual arts school in Mexico, where she earned a master's degree in fine arts in 1976. A year prior, in 1975, her artwork was featured in the exhibition *Major Saskatchewan Artists* at the Mendel Art Gallery in Saskatoon. In 1984, her work was the focus of another exhibition at the Mendel, titled *Wynona Mulcaster: A Survey, 1973-1982*.

In 2015, in celebration of her 100th birthday, the Mann Art Gallery in Prince Albert held an exhibition of Mulcaster's work. Many of the paintings that are currently featured in *Nonie* were selected from the permanent collection of the Mann Art Gallery, to which Mulcaster donated dozens of pieces before her death. In 1993, Mulcaster received the Saskatchewan Arts Board Lifetime Award for Excellence in the Arts.

*Nonie* opened on Jan. 26, 2024, at the Kenderdine Art Gallery, located in the Agriculture Building on USask's main Saskatoon campus. The exhibition will remain on view until April 19, 2024.

### **USask instructor finds hope through Sustainability Faculty Fellowship**

College of Kinesiology lecturer Shannon Forrester believes [the Sustainability Faculty Fellowship at USask has provided her with a sense of accountability to commit to and engage in sustainability in teaching and learning.](#) Forrester, one of six faculty appointed to the two-year Sustainability Faculty Fellowship, encourages faculty who are interested in creating change in their courses to apply. She was motivated to apply for the 2022-24 fellowship once she researched the guiding principles and found they closely aligned with her own.

In the first year of the 2022-24 fellowship, the six sustainability faculty fellows embedded teaching practices in their own courses such that students were able to reflect, share, and act on key competencies for sustainability. In the second year, the fellows worked within their colleges to support other faculty to make an impact through open educational practices and furthering learning for sustainability. These open educational practices are approached in ways that meet the needs of each academic unit and may align with USask priorities, such as experiential learning through community-engaged or work-integrated learning, student wellness, or other priorities.

Building on the success of the [Sustainability Faculty Fellowship](#), the Gwenna Moss Centre for Teaching and Learning (GMCTL) at USask recently accepted applications for the [2024-26 EDI Faculty Fellowship](#), which will focus on Equity, Diversity, and Inclusion (EDI), Indigenization, and open education practices.

## **Productive Collaboration**

### **USask researchers seek to develop new breast cancer treatments**

Improving patients' cancer treatments and minimizing side effects is the focus of new research at USask that aims to explore an innovative and potentially life-changing treatment targeting the most aggressive form of breast cancer.

Dr. Deborah Anderson (PhD), the director of research for the Saskatchewan Cancer Agency and a professor in USask's College of Medicine, is [working with other scientists at USask and across Canada to develop a new drug treatment for metastatic breast cancer](#). Previous work done by Dr. Anderson and other cancer researchers identified a different marker, the CLIC3 protein, as a new area target for pharmaceuticals to target and battle triple-negative breast cancer.

The research conducted by Dr. Anderson and her team is working toward developing the first-ever drugs to target CLIC3. By focusing on the CLIC3 protein, she said the hope is the new drug will prevent the cancer from growing and spreading.

Dr. Anderson said there are three major types of breast cancer, and chemotherapy is typically used to battle "triple-negative" breast cancer—one of the most aggressive and difficult to treat, as it does not possess any of the three common receptors targeted for drug or hormone treatments. If Dr. Anderson and her team continue to have success developing this new treatment drug, they could give patients an option for fighting breast cancer that has far fewer side effects than chemotherapy.

### **USask PhD student looks to provide mental health support for international students**

USask graduate student Barbara Twum-Antwi is [co-developing a project on mental health coping strategies for international students](#). While working as a research assistant with USask College of Nursing associate professor Dr. Geoffrey Maina (PhD) on a project on racialized immigrants, Twum-Antwi, who was born and raised in Ghana, realized the experiences of the international student participants mirrored her so closely that she started delving into international students' mental health issues.

Twum-Antwi, along with a student research team, is currently working with the USask Student Wellness Centre to co-develop a project and campaign on coping strategies for international students. She has also presented at nursing seminars on mental health coping strategies for international students, sharing her own experience and the strategies she has adopted. As Twum-Antwi moves forward in her research for her PhD, she intends to work in the area of African international students' mental health using a participatory action approach to explore their experiences and co-create resources to support their mental well-being.

### **Edwards School of Business hosts Haddock Entrepreneurial Speaker Series**

Edwards celebrated the 17th annual presentation of the [Haddock Entrepreneurial Speaker Series](#) in January 2024. Guest speaker and USask graduate Greg Porter (BAC'95) spoke to students, staff, and the

business community about his journey and the obstacles he overcame while navigating family business dynamics, employee management, and investment decisions.

Sponsored by two passionate and dedicated alumni, Gordon and Maureen Haddock, the annual event included the “Get a Bigger Wagon Young Entrepreneur Awards.” These awards celebrate and reward children with cash prizes for their innovative businesses.

## **Distinguished Learners**

### **USask student finalist for prestigious global scholarship**

[A USask student is a finalist for the McCall MacBain Scholarship](#), Canada’s largest leadership-based scholarship for master’s and professional studies. Having been successful in the award selection process, Lauren O’Reilly will attend final interviews in Montreal. She is among 90 finalists chosen from more than 700 Canadians who applied for the scholarships.

Of those, 159 participated in a first round of regional interviews in November and December. During that process, another USask student was among the top candidates in the McCall MacBain Scholarships selection process. Sharon Jacob earned a \$5,000 McCall MacBain Regional Award, which may be applied to eligible studies at any public university in Canada. Finalists were chosen based on their character, community engagement, leadership potential, entrepreneurial spirit, academic strength, and intellectual curiosity.

O’Reilly is finishing her undergraduate degree in political studies and philosophy, while working as a bartender, teaching assistant, and research assistant. She helped reboot the philosophy student society, played ringette competitively for 14 years, and helped coach a summer sports program. While working at a local foundation, O’Reilly led a team organizing a 250-person event for Saskatoon Multiculturalism Day and created a community journalism program for youth. For her master’s degree, O’Reilly would like to explore her interests in political thought and political economy.

### **USask student-athlete named Canada West player of the year**

Congratulations to Camryn Drever, a student-athlete with the Huskie women’s hockey team who has been [named the Canada West conference player of the year and goaltender of the year](#) in her fifth and final season with the Huskies.

Drever’s sensational season has included leading the country with a remarkable .954 save percentage while also posting an impressive 1.33 goals-against average and setting a new Huskies Athletics women’s hockey record for wins in a season with 15, including five shutouts, to help the Huskies post a 19-7-1-1 record to finish fourth in the nine-team Canada West conference.

Drever broke the team record of 14 wins in a season and posted the second-best save percentage ever in a Huskie season and the fourth-best goals-against average. She has also excelled off the ice, earning Academic All-Canadian honours five years in a row for posting an overall average of more than 80 per cent, while completing a full course load. She is set to graduate this spring with a Bachelor of Education degree.

## Transformative Decolonization Leading to Reconciliation

### **An urban Elder's journey: The role of tradition, community, and education**

In October 2023, [Linda Young completed her doctorate not through a traditional defence, but through conversation](#). Her innovative dissertation format, comprised of 10 videos, four bookworks, a glossary of terms, and a gallery show, was developed through carefully followed traditional protocol, a connection to community, and a lifelong relationship with education.

Young is paskwaw-nehiyaw/Plains Cree from Onion Lake Cree Nation. Her novel approach to presenting and “defending” her dissertation marks a milestone at USask as work continues to decolonize and Indigenize the university. Her PhD will be conferred at June’s Convocation ceremony.

Her dissertation materials are intended to serve as an accessible educational resource for all ages. People can access videos and learn from her thesis, [The Journey of a kêhtê-aya \(elder\): kiskisi sôhkisiwin, tâpôkêyimoh, sôhkitêhê, nâkatohkê: Memorize the Strength, Have Faith, Have a Strong Heart, Pay Attention](#), through the HARVEST repository.

### **USask graduate shares Métis stories during Indigenous Storytelling Month in February**

Each February, during Indigenous Storytelling Month, USask graduate Leah Marie Dorion (BEd’94, BA’99) shares aspects of her Métis identity and culture with community members across the province. In 2023, for example, Dorion participated in a kick-off event for the month—also known as Saskatchewan Aboriginal Storytelling Month—by giving a talk alongside an Elder in Prince Albert. This year, on Feb. 14, Dorion explored Métis oral storytelling with high school students through a program presented by the Regina Public Library.

Dorion, a published author, painter, teacher, and interdisciplinary artist based in Prince Albert, holds two degrees from USask: A Bachelor of Education, which she earned through the College of Education in 1994, and a Bachelor of Arts degree in Indigenous studies, which she earned through the College of Arts and Science in 1999.

Through her paintings and her writing, Dorion aims to honour Métis culture, the land, and the strength and resilience of Indigenous women. She believes women play a key role in passing on vital knowledge to all of humanity—a belief that is reflected and celebrated through her artistic and literary practices. One of Dorion’s recent books, for example, is *sînapân kîskasâkâs: A Guide to Making Contemporary-Style Métis Ribbon Skirts*, which she co-authored with her friend and colleague Bonny Johnson. Published by the Gabriel Dumont Institute, the book guides readers through the process of Métis-style ribbon-skirt making through detailed instructions, photographs, and a companion DVD.

[Read Leah Marie Dorion’s story on the USask alumni website.](#)

## Global Recognition

### **USask hosts delegation of teachers from Ukraine**

[A 10-person delegation from Volodymyr Hnatiuk Ternopil National Pedagogical University \(TNPU\) arrived on March 3, 2024, for a three-week course at USask.](#) The Ukrainian delegation includes Ternopil elementary and high school teachers, a TNPU professor, and two Ternopil government education officials.



The Ukrainian educators are taking part in a language methodology program offered by the College of Education to build English language teaching capacity in Ukrainian schools. The group was welcomed during an opening reception on March 5 at the College of Education. They will engage in course work as well as visit elementary and secondary schools in Saskatoon and participate in cultural language and heritage visits throughout the city.

On the delegate's return to Ternopil, the intent is to share their knowledge with pre-service TNPU teachers through internship placements at select elementary and high schools. As part of their visit to USask, the delegation was scheduled to share the impact of the Russian invasion of Ukraine on education during a Ukrainian language class at St. Thomas More College (STM) on March 7.

Since 2013, USask and TNPU have established formal international partnership agreements to facilitate Ukrainian language study abroad initiatives through STM. A renewed partnership will be established during this visit through a Memorandum of Understanding signing between USask (College of Education), TNPU, and STM. The USask project team is led by Dr. Vicki Squires (PhD) through the College of Education's Office of the Associate Dean, Research Graduate Programs and International Initiatives, and the Saskatchewan Educational Leadership Unit (SELU). The three-week course is titled *Current Methods in Teaching English as a Global Language* and is taught by Nadia Prokopchuk, academic advisor and instructor in the English as an Additional Language certificate program, Department of Curriculum Studies.

In addition to the College of Education and TNPU, the program's sponsors include the Government of Saskatchewan's Ministry of Advanced Education, USask's International Office, USask Culinary Services, Ternopil Regional State Administration, Ternopil City Administration, Prairie Centre for the Study of Ukrainian Heritage (STM), Ukrainian Canadian Congress of Saskatchewan, and the Ukrainian Catholic Brotherhood (Bishop Roborecki Branch).

### **USask dean highlights education as a peace builder at the United Nations**

Dr. Julia Paulson (PhD), dean of USask's College of Education, [contributed to a panel on Learning for Lasting Peace, organized by the United Nations Educational, Scientific and Cultural Organization \(UNESCO\)](#) and held at the United Nations Headquarters in New York. The event coincided with the International Day of Education, held annually on Jan. 24. UNESCO dedicated this year's focus to the crucial role education and teachers play in countering the alarming rise of discrimination, racism, xenophobia, and hate speech, paralleled by a rise in violent conflicts.

Dr. Paulson shared research highlights from the Education Justice and Memory Network (EdJAM). Led by Dr. Paulson, EdJAM is a collaborative, international network of researchers, educators, and civil society organizations committed to creative ways to teach and learn about conflict, violence, colonialism, imperialism, and racism. The network funds projects in 24 countries around the world. Dr. Paulson described how the work of the network is grounded in the idea of reparative pedagogies—teaching and learning processes that acknowledge past injustices and seek to restore relationships.

### **Sask. farmers produce some of the world's most sustainable crops: GIFS at USask study**

Saskatchewan farmers are producing some of the least carbon-intensive crops in Canada and the world, as highlighted in a carbon life-cycle analysis commissioned by the Global Institute for Food Security (GIFS) at USask.

[The two-part study, commissioned in 2022, examined the carbon footprint from the production of five Canadian field crops](#)—canola, non-durum wheat, field peas, durum wheat, and lentils. It compared these footprints, including their supply chain emissions, to some globally competitive regions across the world that export the same products, including Australia, France, Germany, Italy, and the United States. The results demonstrate that Canadian producers, particularly in Saskatchewan and Western Canada, are producing crops with the least amount of greenhouse-gas emissions or carbon-dioxide equivalents among regions compared.

The study, conducted in partnership with the Food Systems PRISM Lab at the University of British Columbia, followed established protocol for measuring the carbon life cycle of agricultural production. It compiled and reviewed data on the carbon dioxide equivalent emissions for the various activities that go into crop production, including transportation, seed, fertilizer and manure inputs, crop inputs, field activities, energy emissions, and post-harvest work.

<b>Transformative decolonization leading to reconciliation</b>	A university in which Indigenous concepts, methodologies, pedagogies, languages, and philosophies are respectfully woven into the tapestry of learning, research, scholarship, creativity, and community engagement.
<b>Productive collaboration</b>	A university in which research and innovation are inspired by and accountable to community partners.
<b>Meaningful impact</b>	A university resolutely committed to measuring its own success in terms of the aspirations of the communities it serves.
<b>Distinguished Learners</b>	A university whose graduates have the drive, the curiosity, and the humility to work with others in addressing the greatest challenges and opportunities the world faces.
<b>Global recognition</b>	A university that sets the standard in learning, research, scholarship, creativity, and community engagement.

## **REVIEWS, SEARCHES, APPOINTMENTS**

### **Searches:**

- Dean, College of Engineering
- Vice-Provost, Strategy Realization
- Principal, Prince Albert Campus

## Appointments:

- Dr. Danielle Brittain has been appointed as dean, College of Kinesiology for a period of up to five years, effective July 1, 2024, to June 30, 2029.
- Dr. Sarah Forgie has been appointed as dean, College of Medicine for a period of up to five years, effective July 1, 2024, to June 30, 2029.
- Dr. Terry Klassen has been appointed as provincial head, Department of Pediatrics, College of Medicine for a term of up to three years, effective April 1, 2024.
- Dr. James Stempien has been extended as provincial head, Department of Emergency Medicine, College of Medicine, effective March 1, 2024, until June 30, 2024.
- Dr. Ken Wilson has been appointed as acting department head, Department of Indigenous Studies, College of Arts and Science for a period of up to one year, effective Feb. 1, 2024, to Jan. 31, 2025, or until the department head returns from leave, whichever occurs first.
- Dr. Jaswant Singh has been appointed as associate dean, academic excellence and innovation, College of Graduate and Postdoctoral Studies for a period of up to five years, beginning Feb. 1, 2024, up to Jan. 31, 2027.

thank you

mąsi / pidamaya / pinámaya miigwetch / marsee / hiy hiy

**UNIVERSITY COUNCIL  
EXECUTIVE COMMITTEE  
FOR INFORMATION**

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**PRESENTED BY:** Julian Demkiw, University Secretary and Chief Governance Officer;  
Chief Returning Officer for Council

**DATE OF MEETING:** April 18, 2024

**SUBJECT:** Results of the Call-for-Nominations for University Council 2024/25

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**SUMMARY:**

A call-for-nominations was circulated to faculty members of the General Academic Assembly on February 20, 2024.

At that time there were nineteen (19) vacancies for member-at-large positions where sixteen (16) eligible nominations were received for those positions resulting in acclamations for all 16 nominees. A second call-for-nominations was circulated on March 4, 2024, for the remaining three (3) vacancies for member-at-large positions where seven (7) eligible nominations were received resulting in an election. Voting opened on March 18, 2024, and closed on March 22, 2024.

In the case of the college representatives, one (1) position for a faculty member of the General Academic Assembly with an appointment in the College of Medicine was open for a one-year term. One (1) eligible nomination was received for this position resulting in an acclamation.

**ATTACHMENT:**

1. Names of individuals resulting from the call for nominations, appointments, and elections.

## Results of the Call for Nominations for University Council 2024/2025

### Members -at-Large

The following individuals have been **acclaimed** as members-at-large for a three-year term beginning July 1, 2024.

Name	College or School
Carolyn Augusta	Edwards School of Business
Michael Bradley	College of Arts and Science
Claire Card	Western College of Veterinary Medicine
Kate Congreves	College of Agriculture and Bioresources
Alexander Crizzle	School of Public Health
Natasha Hubbard Murdoch	College of Nursing
Gordon E. Sarty	College of Arts and Science
Vicki Squires	College of Education
Cheryl Waldner	Western College of Veterinary Medicine
Craig Wilson	Edwards School of Business
Ken Wilson	College of Arts and Science
Christian Willenborg	College of Agriculture and Bioresources
Phil Woods	College of Nursing
Michael Wu	Western College of Veterinary Medicine
Jing Xiao	College of Education
Lifeng Zhang	College of Engineering

The following individuals have been **elected** as members-at-large for a three-year term beginning July 1, 2024.

Name	College or School
Julita Vassileva	College of Arts and Science
Carla Orosz	College of Arts and Science
Paul Newton	College of Education

### College Representative

The following individual has been acclaimed as a representative of their respective college for a one-year term beginning July 1<sup>st</sup>, 2024:

Name	College or School
Joyce Wilson	College of Medicine, Department of Biochemistry, Microbiology, and Immunology

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Carolyn Augusta, chair, Academic Programs Committee

**DATE OF MEETING:** April 18, 2024

**SUBJECT:** **Master of Physician Assistant Studies**

**MOTION:** *It is recommended that Council approve Physician Assistant Studies, effective, May 2025.*

**PURPOSE:**  
University Council has the authority to approve new degrees and degree-level programs.

**CONTEXT AND BACKGROUND:**

The College of Graduate and Postdoctoral Studies and the College of Medicine are proposing a new Master of Physician Studies (MPAS) program. This program is supported by the Ministry of Advanced Educations and will train Physician Assistants (PAs) who practice under the supervision of a licensed physician. PAs trained through the MPAS program will practice in Saskatchewan as part of the health care team, extending the delivery of health services. This would be the first program training PAs in Saskatchewan and would help increase the number of PAs working in the province.

There are currently three accredited PA programs in Canada, with a growing need to PAs high-skilled and adaptable members of the health care system. This program would work to attract Saskatchewan students who would remain in Saskatchewan and practice following graduation.

The MPAS program will admit 20 students per year and applicants will require a four-year undergraduate degree and a number of prerequisite courses, which are listed in the proposal. The program will likely be attractive to a variety of different types of students, given its shorter program duration and its lower tuition than some other health care professions.

The MPAS program is structured as a two-year, full-time program, with the first year being didactic, in-person learning to develop competencies, and the second year being clinical learning in clerkship. There will be a research component to the program as well, to be completed in the second year. A number of new courses have been developed for the program and are included in the proposal.

**CONSULTATION:**

This proposal was reviewed by the Graduate Programs Committee on February 14, 2024 and they were supportive of the new program, though they had some minor edits to recommend. These were confirmed by the chair of the Graduate Programs Committee on March 7, 2024, prior to submission to

the Academic Programs Committee. The Academic Programs Committee had the opportunity to review the proposal well in advance of its meeting with proponents on March 27, 2024 and took the opportunity submit a number of questions in writing beforehand. Those questions and answers are included for information as attachment 2. At the March 27 meeting, committee asked that clarity be provided about the ability of applicants to indicate extenuating circumstances if they are unable to meet the requirement of two years of full-time studies. With that, the committee supported the new program and voted to recommend that Council approve the program.

**ATTACHMENTS:**

- 1. Proposal- Master of Physician Assistant Studies**
- 2. APC – Questions on the MPAS program**



## PROPOSAL IDENTIFICATION

**Title of proposal: College of Medicine Master of Physician Assistant Studies**

Degree(s): **Master of Physician Assistant Studies (MPAS)**

Field(s) of Study: Medicine

Level(s) of Concentration: Degree

Option(s): N/A

Degree College: College of Medicine, College of Graduate and Postdoctoral Studies

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Proposed date of implementation: Fall 2025

In early 2023, the Ministry of Advanced Education provided funding to the College of Medicine to develop a feasibility study for a MPAS program, that study was submitted for government consideration in August 2023. In October 2023, the Ministry provided approval to the college to develop a MPAS program at the University of Saskatchewan (Appendix A).

Funding for this program has been secured with a \$2 million commitment from the Government of Saskatchewan for the 2024-25 budget<sup>1</sup>.

## 1. Proposal Document

### 1.1 Academic Justification

Physician Assistants (PAs) are clinicians who practice under the supervision of a licensed physician. They are highly skilled and can work in any clinical setting, including on multidisciplinary health teams. They can extend the reach of a physician, and their scope of practice is determined by supervising physicians. Training in the medical model<sup>2</sup> ensures a collaborative working relationship with the physician from the beginning<sup>3</sup>. A PAs key functions can include:

- Conducting patient interviews, histories and physical exams
- Ordering and interpreting tests
- Prescribing medications
- Counselling patients on preventive health care

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<sup>1</sup> <https://www.saskatchewan.ca/government/education-and-child-care/facility-administration/services-for-post-secondary-educational-institutions/funding-for-post-secondary-educational-institutions>

<sup>2</sup> PAs are trained in a condensed medical education curriculum (i.e., focused on testing, diagnosis and treatment of a disease) with an added research component – it is not a unique curriculum as would be for another health professional.

<sup>3</sup> [https://capa-acam.ca/wp-content/uploads/2022/01/CAPA-Information-Brief-on-Physician-Assistants\\_January-2022.pdf](https://capa-acam.ca/wp-content/uploads/2022/01/CAPA-Information-Brief-on-Physician-Assistants_January-2022.pdf)



- Performing diagnostic/therapeutic procedures or assisting in surgery
- Performing other tasks within the supervising physician’s scope of practice that the physician deems the PA qualified to complete.

PAs are trained as generalists and can seamlessly fit into many areas within the health system. Many hold joint clinical roles (i.e., 0.4 FTE as a surgery assistant, and 0.6 FTE supporting a primary care physician). They can be quickly trained in new roles or new tasks as needed. Although PAs require a supervising physician, this supervision can be indirect or remote/virtual, and will depend on the PA-physician relationship, the community need, and the skill set of the PA.

Appendix B includes more information on how PAs practice and their impact on the healthcare system.

This program would help alleviate stress on the healthcare system and help address the [Health Human Resources Action Plan](#), which intends to build a stronger, more sustainable healthcare workforce. In this action plan, Physician Assistants were identified as a potential new profession. Physician assistants are an important part of interprofessional healthcare delivery teams, and as such interprofessional education is a key piece of the curriculum and clinical learning environment of this program – the college looks forward to working with other health sciences colleges to explore interprofessional educational opportunities for our learners.

Across Canada, there are three accredited PA programs, and four additional universities exploring or in the process of implementing programs. There are over 700 practicing PAs in Canada, but the profession is relatively unknown in Saskatchewan. Only recently has the government introduced legislation to grant licensing ability to PAs (Spring 2023); it is also in the process of hiring 12 PAs across the province (Fall 2023).

This program would be built to meet the needs of the province, aiming to ensure that PAs trained here will stay to practice in the province as part of the healthcare community. While learning, clinical placements would aim to fill areas of need and support preceptors keen to teach (and later, hire) a physician assistant. These factors are important to address healthcare needs in rural and underserved areas. PAs are trained as generalists to ensure they can work in many different areas in the healthcare sector and to maximize the flexibility of their scope of practice.

#### **a. Strategic objectives**

The program aligns with the [University Plan 2025](#) in a number of areas. It supports *Courageous Curiosity* through enabling interdisciplinary health sciences learning (across the College of Medicine, School of Rehabilitation Science, and other health science colleges). Learning models will enable interdisciplinary learning methods and systems. This program will also engage with current and future Indigenous students, and enable recruitment and retention efforts. This program aligns with *Boundless Collaboration* by enabling stronger, more diverse community connections within the discipline and by providing collaborative learning experiences for students. This program intends to *Inspire Communities* by enhancing communities’ overall health and wellness, quality of life and capacity to achieve social intents. As the only Physician Assistant program in Saskatchewan, it will support heightened public and private-sector recognition of the impact of our work in the region, the province, and the nation.

This program supports the [College of Medicine Strategic Plan](#) through *strengthening research capacity* – as a masters program there will be a requirement for all learners to complete a research project, which expands scholarly activities of the college and builds interdisciplinary collaborations. We may also be able to explore PA-specific research grant programs, awards, and funding dollars. This program will

enhance quality education by providing an enhanced medical education with innovative programming that meets learner and provincial needs; supporting our equity, diversity and social accountability mandate and by engaging in a distributed learning model in the second year of the program to support our Saskatchewan communities. The College of Medicine will support social accountability by engaging authentically with communities to address health inequities across Saskatchewan and identify and respond to emerging community health needs. This program supports Indigenous Health by working in a mutually beneficial and collaborative manner with the Indigenous peoples of Saskatchewan to define and address the present and emerging health needs in their communities. We can foster transformative learning experiences to ensure the curriculum and practices are delivered in a culturally safe way. This program will also support faculty engagement by ensuring a strong, effective partnership with the Saskatchewan Health Authority (SHA) by integrating academic and clinical work and engaging in quality improvement research initiatives (through the program's research requirement), and by supporting new and current faculty with the needs of teaching a new program. Over time, PA graduates will contribute to the academic mission of the college and the university by providing teaching and research opportunities to future learners.

The University of Saskatchewan has one of the broadest arrays of health science programs in Canada. The Master of Physician Assistant Studies program will complement to this group of programs. By nature, Physician Assistants work in teams with many other health professionals in clinics, hospitals and communities. Learning alongside and from other health sciences students will strengthen interprofessional relationships that can support stronger, more team-based healthcare in the workplace.

**b. Target student demographic:**

Our goal is to bring students into the MPAS program who have a greater desire to practice in the province after their studies are completed. An applicant's connection to Saskatchewan will be determined through a context scoring method looking at multiple factors, similar to the method currently used in MD program admissions. We also highly encourage and will support a diverse group of applicants to apply to the program, including Indigenous applicants and applicants from lower socioeconomic backgrounds. Admitting applicants from diverse backgrounds supports the college's social accountability mandate. We will also aspire to admit students that want to work in Saskatchewan communities as part of a healthcare team (whether rural, underserved urban, or Indigenous). Given the small initial class size, different diversity groups will not have official admission "streams", however their background will be used as a consideration for admission using a holistic lens.

Students may be attracted to apply for the MPAS program over medical school for a number of reasons:

- Faster route to starting a career in healthcare (2 years condensed training)
- Lower tuition costs
- Improved work/life balance throughout their career
- Career flexibility – can move between medical specialties and disciplines and more flexibility with practice location (rural and urban)
- Practice in collaborative, team-based care (shared responsibilities with a team or supervising physician)

The lower tuition and shorter program duration may also invite applications from those of a lower socioeconomic background, increasing diversity and better representation of the population of our healthcare providers. This might also interest those wanting a career shift later in life and allows them to 'upskill' using their healthcare knowledge to shift to a slightly different career but still stay within their

communities as a healthcare provider. For example, the University of Toronto's PA class of 2023 had students that were previously paramedics, midwives, phlebotomists, or pharmacy assistants.<sup>4</sup>

Targeting potential students from rural or regional communities would support provincial healthcare needs. Students could train and be back working in their communities in a short period of time. It will be important to provide clinical training in rural communities and support these potential students with an opportunity to complete application requirements, such as prerequisites.

### **c. Similar and competing programs:**

Within Canada, there are currently three accredited PA programs:

- University of Manitoba Master of Physician Assistant Studies (15 students)
- McMaster University Physician Assistant Education Program (expansion in progress from 24 to 50 students)
- The Consortium of PA Education (University of Toronto in collaboration with the Northern Ontario School of Medicine and the Michener Institute at UHN) (expansion in progress from 30 to 56 students)

With recent stresses on the healthcare system across the country, many provinces are exploring or implementing PA programs (including Dalhousie University [24 students]-January 2024 start, the University of Calgary [20 students]-August 2024 start, and the University of Ottawa [65 students]-anticipated start 2025).

Dalhousie University would have the most similar program due to size, but this program is just starting. A USask program would be "made in Saskatchewan" and would allow us to maximize opportunities to recruit and retain PAs in the province. If we do not have a local training program, it will be extremely difficult to attract PAs from other jurisdictions to relocate, practice and stay in Saskatchewan.

## **1.2 Admissions**

### **a. Program admission requirements:**

- This program is only available to Canadian citizens or permanent residents of Canada (documentation required by the time of application). Similar to other Masters level PA programs in Canada and the United States, the following are required to be considered for admission to the Saskatchewan MPAS program:
- Four-year Undergraduate Degree (applicants in final year of their degree program may apply, as long as the degree is awarded at time of program start)
- University Academic Average (minimum) of 75% in last sixty credit units of the degree
- Demonstration of full course load (30 credit units in a year) in at least two years of undergraduate degree, one of these two years needs to be included in the last sixty credit units. Applicants who do not meet this requirement may submit a letter explaining the circumstances that prevented them from meeting this requirement for the admissions committee's consideration.
- Pre-requisite courses (note that a minimum grade of 75% is required in each pre-requisite course):

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<sup>4</sup> [https://paconsortium.ca/sites/default/files/inline-files/Demograph\\_Infograph%20Class%20of%202023.pdf](https://paconsortium.ca/sites/default/files/inline-files/Demograph_Infograph%20Class%20of%202023.pdf)

- Indigenous studies – 3 credit units (preferred) [see College of Medicine requirements for approved 3 credit unit course<sup>3</sup>] OR Indigenous Canada MOOC (online) successfully completed
- Human anatomy – 3 credit units
- Human physiology – 3 credit units
- Additional basic sciences courses (3 credit units) are highly recommended, but not required: biochemistry, microbiology, genetics, psychology, statistics
- Proof of English proficiency may be required for applicants to graduate programs. Proof of English proficiency may be demonstrated through:
  - A minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution, where the exclusive language of instruction and examination of the program and/or institution is English; or
  - Provision of evidence of English language proficiency, using one of the approved tests listed in the [English Language Proficiency Policy](#).

#### Assessment of personal qualities

- Written personal statement (based on question prompt)
- Supplemental asynchronous assessment (video/written)
- Interview<sup>5</sup>
- Provide three references (ideally in a supervisory or employer role) who can speak to applicant’s personal qualities in an academic, volunteer, employment or research environment

#### Other considerations

- Saskatchewan and rural connectedness index – strong preferences for applicants with strong connections to Saskatchewan and rural communities, similar to the UGME application process
- Diversity and Social Accountability index – candidates will be asked to fill out an optional EDI survey similar to the UGME application process
- Indigenous applicants – Indigenous applicants are encouraged to complete the verification of Indigenous Membership/Citizenship through the University of Saskatchewan [deybwewin | taapwaywin | tapewin: Indigenous Truth policy](#). Indigenous applicants will have their application reviewed by Indigenous reviewers through a holistic lens and will have the option to have their interview conducted by members of the Indigenous community
- International Medical Graduates (IMGs) are welcome to apply to this program. However, this is not a transitional program for Canadian postgraduate residency programs. More information on IMG applications can be found in Appendix C.

#### **b. Program selection criteria:**

Indigenous ancestry, Saskatchewan and rural connectedness index and Diversity and Social Accountability index will be considered at each stage of the selection process to ensure matriculants to the program represent the population of Saskatchewan and have a desire to practice in the province

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<sup>5</sup> Admissions software may be used to help narrow down the applicant pool to determine interview numbers (i.e., CASPER [used for USask UGME] or KIRA talent).

after their studies are completed. The below percentages are tentative and are presented primarily for demonstration purposes.

- Ranking applicants prior to interview (first file review)
  - Ensure all admissions requirements are met or a plan is in place to meet them by time of admission
  - University Academic Average (UAA) of most recent 60 credit units: 50%
  - Supplemental asynchronous assessment: 50%
- Ranking applicants after interview for acceptance to program (second file review)
  - UAA of most recent 60 credit units: 30%
  - Supplemental asynchronous assessment: 30%
  - Interview: 40%
  - Reference review: reference reviews are not scored but input from references is included in final file review and may go forward to Areas of Concern Committee
  - Criminal Record Check: all applicants offered admissions will be required to submit a criminal record check, including vulnerable sector screening
  - Areas of Concern review: any areas of concerns regarding professionalism, academic/non-academic misconduct reviews, criminal record or characteristics or behaviours that would make the applicant unsuitable for a career as a Physician Assistant

**c. Admission categories and models:**

There will only be one main admission stream that all applicants will apply to. Context scoring will be used and applied to the applicant pool to ensure diversity, including strong Indigenous representation, and that matriculants have a strong connection to Saskatchewan and to rural communities.

This is a non-direct entry program and entry will be determined as above through a competitive process assessing academic and personal factor assessment.

**d. Admissions intake**

A total of 20 students will be admitted to the program per year. There will be no transfer students or reserved seats for any specific groups of applicants. Saskatchewan and rural connectedness, Indigenous background and the different intersections of diversity will be factors applied at every stage of the admissions process to ensure representation of these important groups.

**e. Applications process and timelines**

For the first year of the program, the application and intake window would be compressed for program start in Fall 2025. For the second program year (2026-27) and beyond, the application window would be as follows:

- On-line applications open in early August 2025 and close October 1 2025 (similar to UGME)
- First file review October 2025 to January 2026
- Interview offers end of January 2026
- Interview February 2026
- Second file review end of February to April 2026
- Offers of admission in May 2026 (after UGME offers have gone out; this timing is also aligned nationally with other Canadian PA programs)

- Scholarship deadlines on the same timelines as USASK/CGPS/College of Medicine

Admissions will be managed by an admissions lead and an admissions support person. The College of Graduate and Postdoctoral Studies office will have final approval on admitted students.

**f. Marketing and Promotion of New Program**

A draft communications plan can be found in Appendix D.

**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 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/College of Medicine on a case-by-case basis after admissions has been completed, in accordance with [CGPS policy](#).

### **1.3 Description of the program**

A curriculum framework can be found in Appendix E, including draft course information, draft curriculum mapping and draft course creation forms, which will be progressively elaborated on as approval proceeds. A curriculum committee will be formed as soon as possible to more fully determine course requirements and syllabi.

**a. What are the curricular objectives, and how are these accomplished?**

MPAS education programs are focused on preparing a medical generalist that can adapt to any clinical environment, including primary health care, specialty practice, consulting, or hospital-based roles (i.e., Internal Medicine, Surgery, Emergency Medicine and others). In these roles, the PA develops specific competencies and knowledge relating to their primary practice area, thus mirroring their physicians' scope of practice. A PA will develop an increased knowledge of a medical or surgical specialty over time and may practice in more than one specialty during their career<sup>6</sup>.

The Canadian Association of Physician Assistants (CAPA) establishes and maintains the national standard of practice for PAs based on CanMEDS-PA and the profession's Entrustable Professional Activities (EPAs; Table 1). CanMEDS is the Royal College's framework for physician education, and CanMEDS-PA mirrors the same framework. The competency standards and EPAs are listed below – more information can be found on the [CAPA website](#). In addition to the profession's competency framework, curricular objectives and program outcomes align to the degree standards for a Master's (graduate) degree as described by the USask degree level outcomes. Program learning objectives are similar to expectations required for [Undergraduate Medical students](#).

Program Learning Objectives

I. Medical Expert

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<sup>6</sup> Canadian Physician Assistant Competency Framework 2021 available at: [https://capa-acam.ca/\\_uploads/65010339c28b8.pdf](https://capa-acam.ca/_uploads/65010339c28b8.pdf)

- 1. Function effectively as a physician extender, integrating all of the CanMEDS roles (as adapted for the PA) to provide optimal, ethical and patient-centred medical care;
  - 2. Apply clinical knowledge, appropriate to patient care;
  - 3. Perform a complete and appropriate assessment of a patient and formulate a clinical treatment plan;
  - 4. Implement effective management plans that include preventive and therapeutic interventions;
  - 5. Demonstrate appropriate procedural skills, both diagnostic and therapeutic;
  - 6. Seek appropriate consultation from the supervising physician and other health professionals.
- II. Communicator
- 1. Develop professional rapport, trust and ethical therapeutic relationships with patients, families and caregivers;
  - 2. Accurately elicit and synthesize relevant information and perspectives of patients, families, caregivers and other health care professionals;
  - 3. Accurately convey relevant information and explanations to patients, families and other health care professionals;
  - 4. Develop an understanding of patient problems and plans with the supervising physician, patients, families and other health care professionals to develop a shared plan of care;
  - 5. Convey accurate oral, written and electronic information about a medical encounter to optimize clinical decision-making, patient safety, confidentiality, and privacy.
- III. Collaborator
- 1. Work within the PA/Physician relationship;
  - 2. Participate effectively and professionally in an interprofessional healthcare team;
  - 3. Work effectively with other professionals to prevent, negotiate and resolve interprofessional conflict;
  - 4. Transfer care effectively and safely to another health care professional.
- IV. Leader
- 1. Participate in activities that contribute to the effectiveness of health care organizations and systems, including improving clinical practice and PA utilization;
  - 2. Effectively prioritize and execute tasks in collaboration with colleagues;
  - 3. Utilize finite health care resources appropriately.
- V. Health Advocate
- 1. Respond to individual patient health needs and issues as part of patient care;
  - 2. Identify the determinants of health for the populations that they serve
- VI. Scholar
- 1. Maintain and enhance professional activities through continual learning;
  - 2. Critically evaluate and integrate best evidence information and its sources and apply this appropriately to practice decisions;
  - 3. Facilitate the learning of patients, families, and other health care professionals.
  - 4. Conduct a research project from its inception to completion, including project design, methodology, literature review, data collection, analysis, and presentation of results and key findings
- VII. Professional
- 1. Demonstrate a commitment to patients by applying best practices and adhering to high ethical standards;

- 2. Demonstrate a commitment to society by recognizing and responding to societal expectations in health care, including providing culturally competent and safe care;
- 3. Demonstrate a commitment to their profession, scope of practice and the unique aspects of the PA/physician relationship;
- 4. Demonstrate a commitment to wellness and sustainable practice

EPAs are essential tasks that physician assistants are trusted to perform and must be demonstrated for graduation and the transition to clinical practice.

**Table 1. Canadian PA entrustable professional activities (EPA-PA)<sup>7</sup>**

<b>EPA 1</b>	Practices patient-focused, safe, ethical, professional, and culturally competent medical care across the healthcare continuum.
<b>EPA 2</b>	Obtains histories and performs physical examinations, demonstrating the clinical judgement appropriate to the clinical situation.
<b>EPA 3</b>	Formulates clinical questions and gathers required clinical evidence to advance patient care and communicates those results to the patient and medical team.
<b>EPA 4</b>	Formulates and prioritizes comprehensive differential diagnoses.
<b>EPA 5</b>	Develops and implements patient-centered, evidence-based treatment plans within the formalized physician, clinical team and caregiver relationship.
<b>EPA 6</b>	Accurately documents the clinical encounter incorporating the patient's goals, caregiver goals, decision-making, and reports into the clinical record.
<b>EPA 7</b>	Collaborates as a member of an inter-professional team in all aspects of patient care including transition of care responsibility.
<b>EPA 8</b>	Recognizes a patient requiring immediate care, providing the appropriate management and seeking help as needed.
<b>EPA 9</b>	Plans and performs procedures and therapies for the assessment and the medical management appropriate for general practice.
<b>EPA 10</b>	Engages and educates patients on procedures, disease management, health promotion, wellness, and preventive medicine.
<b>EPA 11</b>	Recognizes and advocates for the patient concerning cultural, community, and social needs in support of positive mental and physical wellness.
<b>EPA 12</b>	Integrates continuing professional and patient quality improvement, lifelong learning, and scholarship.

**b. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.**

The Master of Physician Assistant Studies (MPAS) program will employ a dynamic pedagogical approach that reflects the College of Medicine’s commitment to fostering well-rounded, adaptable, and highly skilled healthcare professionals. The program's mode of delivery strategically blends traditional classroom instruction, small group interactive learning methods, and early clinical exposure. Through a combination of lectures, collaborative group activities, procedural and clinical skill modules, and case-based studies, learners will gain a comprehensive understanding of the clinical sciences.

<sup>7</sup> [https://capa-acam.ca/\\_uploads/65010339c28b8.pdf](https://capa-acam.ca/_uploads/65010339c28b8.pdf)



Experiential learning is a crucial component of the MPAS program, providing learners with hands-on opportunities to apply clinical sciences and medical knowledge in real-world healthcare settings. These experiences enhance clinical skills, critical thinking, and the ability to navigate complex patient care scenarios in an increasingly challenging healthcare system. Several key opportunities for experiential learning in the MPAS program include the integration of simulation (clinical skills), community outreach and primary care experiences, clinical rotations (clerkship), interprofessional education, and research and quality improvement projects.

One distinctive feature of the MPAS curriculum is the distributed format of year 2 clerkship (clinical rotations). Learners will immerse themselves in diverse clinical settings, gaining exposure to a broad spectrum of medical specialties and healthcare environments. By experiencing varied clinical scenarios, learners develop adaptability, critical thinking skills, and a more holistic approach to patient care. In the first year of the program, learners will participate in early clinical exposure opportunities, allowing students to apply their foundational knowledge in real-world healthcare settings with embedded opportunities for reflection. This approach reinforces classroom learning, supports a distributed program format, and instills a sense of professional identity and responsibility across the condensed 2-year health professional program. The program will support both in-person sessions complemented by virtual sessions (when relevant). When available, PAs working in the field will be brought in as guest “virtual lecturers” to provide the PA perspective. The program will also collaborate with other PA programs across Canada to offer cross-Canada sessions that are relevant to all Canadian PA trainees.

In summary, the proposed MPAS program is characterized by a pedagogical approach that integrates diverse modes of delivery, prioritizes experiential learning, and embraces a teaching philosophy centered on practical application. The distributed format of clerkships and early clinical exposure in the first year reflects the program's commitment to producing well-prepared, adaptable, and compassionate healthcare practitioners who are ready to meet the challenges of the province's healthcare system.

**c. Provide an overview of the curriculum mapping.**

See Appendix E for an overview of the curriculum mapping.

**d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem-solving are, and other relevant identifiers.**

The summary table below highlights how the Master of Physician Assistant Studies curriculum addresses key skills and learner attributes such as synthesis, analysis, application, critical thinking and problem-solving. In addition, it includes program-specific identifiers relating to social accountability and team-based collaborative care.

**Table 2: Program Opportunities & Relevant Identifiers**

Curriculum Component	Emphasized Skills & Program Opportunities	
Medical Foundations (Foundational Clinical Sciences)	Synthesis	Integrating clinical basic sciences (anatomy, physiology, genetics, microbiology, biochemistry) for a holistic understanding of the basis of disease.
	Analysis	Evaluating medical sciences to inform clinical decision-making.
	Critical Thinking	Analyzing complex patient cases to make informed clinical decisions.

	Problem-Solving	Developing evidence-based solutions for patient care challenges.
	Application	Applying foundational knowledge to simulated patient scenarios.
Clinical Skills & Procedures (Clinical decision-making and psychomotor skills)	Critical Thinking	Analyzing pathophysiological processes and pharmacological interventions.
	Problem-Solving	Developing treatment plans based on clinical assessments.
	Synthesis	Integrating classroom learning with real-world patient care experiences.
	Social Accountability	Understanding and addressing healthcare disparities.
	Application	Demonstrating appropriate clinical and procedural skills in a simulated environment.
PA Professional Practice	Application	Developing expertise in professional practice and applying this knowledge to the health care landscape.
	Critical Thinking	Analyzing policy and ethics to better understand safe, informed patient care.
Clinical Rotations	Analysis	Evaluating specialized medical practices within various clinical settings.
	Team-Based Collaborative Care	Collaborating with healthcare teams in diverse specialties.
Research in Medicine: Capstone Experience	Synthesis	Integrating clinical experiences and knowledge gained throughout the program.
	Analysis	Integrating and applying relevant research methodology to a research question or quality improvement project.
	Social Accountability	Engaging in a capstone project addressing community health needs.
Interprofessional Education (integrated)	Team-Based Collaboration	Collaborating with professionals from various healthcare disciplines.
	Social Accountability	Understanding the broader impact of healthcare on communities.

The different components of the Master of Physician Assistant Studies curriculum are strategically designed to develop and enhance specific skills, ensuring graduates are well-prepared for the multifaceted demands of the PA profession and can stay current in the changing healthcare landscape.

**e. Explain the comprehensive breadth of the program**

The comprehensive nature of the proposed MPAS education program ensures that graduates are well-prepared to provide primary and specialty healthcare services under the supervision of licensed physicians. The curriculum is designed to integrate theoretical knowledge with practical clinical skills, allowing program graduates to contribute effectively to patient care in a variety of medical settings across the province. The curriculum is designed to equip individual physician assistant learners with the knowledge, skills, and clinical experience necessary to practice as a certified healthcare professional. Graduates of the program will be eligible to challenge the National Certification Exam through the Physician Assistant Certification Council of Canada (PACCC)<sup>8</sup>.

<sup>8</sup> <https://capa-acam.ca/paccc/>

As such, the proposed comprehensive Master of Physician Assistant Studies (MPAS) program incorporates a wide breadth of curriculum components based on the following key elements:

- **Foundational Sciences (Medical Foundations):** Core clinical sciences that incorporate rigorous coursework in anatomy, physiology, pharmacology, pathophysiology, biochemistry, and other foundational medical sciences to provide a strong medical foundation for clinical practice.
- **Clinical Skills & Procedures:** Hands-on training in clinical skills such as conducting a medical interview, physical examination, diagnostic procedures, medical imaging interpretation, therapeutic interventions, and patient education/counselling.
- **Professional Practice:** Courses covering medical ethics, health professional regulation, communication skills, cultural competence, social accountability, healthcare policy, and legal aspects of practice.
- **Clinical Rotations & Early Clinical Integration:** 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 (Family Medicine, Emergency Medicine, General Surgery, Mental Health & Substance Use Health, etc.). Core rotations cover both urban and rural settings in addition to a social accountability elective.
- **Interprofessional Collaboration:** To ensure a comprehensive approach to health care delivery, learners will participate in interprofessional educational opportunities (i.e., shadow other health care providers, collaborate with other health profession learners, etc.)
- **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 medical knowledge. Students will apply their knowledge and complete a research project by the end of their studies.

By incorporating these components, this comprehensive MPAS program ensures that PA graduates are well-versed in the medical sciences and possess the clinical skills, ethical foundations, health systems knowledge, research mindset and professional attitudes necessary for successful and impactful careers as physician assistants.

#### **f. The University of Saskatchewan Learning Charter**

The University of Saskatchewan Learning Charter details a number of learning pursuits that are expected of students learning in their programs. Students in the Master of Physician Assistant Studies program will achieve the pursuit of truth and understanding through critical thinking exercises, research explorations, interprofessional collaboration, and experiential learning in clinical environments. Students will achieve the pursuit of knowledge by completing a research project, obtaining their degree and achieving certification as a Physician Assistant through the national certifying organization. Rotations in urban and rural areas will enable students to understand different perspectives and worldviews of different communities, including Indigenous perspectives and worldviews. In addition, the learning environment will foster collaboration and learning with and from other students, faculty members and patients with different perspectives, strengths, and worldviews. The pursuit of integrity and respect will be achieved by reviewing cases exploring ethical and moral issues and being involved in the frontlines of clinical care where professional integrity, ethical standards and respect for all are essential. Students will pursue skills and practices through learning the curriculum's core competencies and conducting a research project to improve health systems and processes. Students will be exposed

to a diversity of people with different languages and customs and will learn to communicate safely and effectively through both oral and written forms. Individual and community pursuits will be achieved through integration and engagement with the communities served and being part of the advocacy movement for this new provincial profession.

**g. Program transferability**

- Students will not be able to enter this program from other programs.
- In addition, given the limited number of seats and the high need for physician assistants in the workforce, active MPAS students (in the first or second year of their program) will not be eligible for admission to the USask MD program.

**h. Program success criteria**

- Program accreditation (successful)
- Graduate satisfaction (survey of graduating students)
- Faculty satisfaction (survey of faculty and teachers)
- Retention rate of USask PA graduates practicing in Saskatchewan
  - (2 years post-graduation, 5-years post-graduation; i.e., “how many PAs have we graduated, and how many have stayed”; “how many PAs are practicing in Saskatchewan, and how many of those graduated from USask" and “where are they practicing in the province”)
- Pass rate (1st attempt) on certification exam (compared to national average)

**i. Program accreditation**

Accreditation of the Canadian PA programs is completed by Accreditation Canada’s EQual program<sup>9</sup>. Accreditation is on a six-year cycle with three stages to accreditation:

- Registered (an unaccredited program that has successfully applied for accreditation, and accreditation processes are underway)
- Accredited with condition (the program demonstrates partial accreditation compliance and is required to submit one or more follow-up reports within 2 years of conditional accreditation award)
- Accredited (the program is in compliance with the accreditation status; status expires 6 years from the date of the accreditation award)

The College of Medicine will move towards accreditation of its PA program under EQual. The first accreditation site visit and accreditation submission (self-study) will occur after the 1st cohort of students has graduated (i.e., approximately 2.5 years after the first cohort starts<sup>10</sup>).

Direct accreditation costs are estimated at \$10,000 - \$15,000. An accreditation lead is included in the draft budget (0.4FTE).

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<sup>9</sup> <https://accreditation.ca/assessment-programs/health-education-accreditation/>

<sup>10</sup> This will potentially look like – submission of self study in Fall 2027, with accreditation visit scheduled for late 2027 or early 2028.

## 1.4 Consultation

- a. 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?

The program is an independent but collaborative program. Graduates may choose to pursue additional degrees, clinical training opportunities, or switch career paths in the future but the MPAS program does not directly lead into other programs offered at USask or elsewhere. Students in other undergraduate or graduate programs may look to this program for a pathway to a career in healthcare. The program is designed to maximize resource sharing with similar existing programs both at USask and with other PA programs nationally. Letters of support can be read in full in Appendix F.

### Undergraduate and Postgraduate Medical Education

The program will have parallel elements and may have opportunities to collaborate with the Undergraduate Medical Education curriculum, especially surrounding foundational knowledge and clinical skills training; training in the medical model ensures a collaborative working environment from the beginning. For postgraduate education, residents and physician assistants can work alongside each other in partnership.

*“For the MD program, introduction of an MPAS program will also offer new opportunities for inter-professional education for our learners...UGME will work collaboratively to ensure the delivery of both the programs is optimized with its introduction.”*

- Dr. Meredith McKague, Associate Dean UGME and Dr. Regina Taylor-Gjevre, Assistant Dean Curriculum

*“[the] Regina campus has great interest in the program and can contribute to the program clinically, We do believe the students would benefit from learning on the campus and our faculty and medical students would also benefit from the physician assistant students.”*

- Dr. Gill White, Associate Dean, Regina Campus

*“...the planned development of a Physician Assistant program will provide a much-needed academic base and become a critical ally to resident training, education and research - aspects of the core business of our university...I see the value of aligning areas of training for physician assistant learners with our resident physician learners as it will develop strong relationships between the two cohorts and be integral in normalizing the symbiotic relationship of the programs and professions.”*

- Dr. Anurag Saxena, Associate Dean PGME

### Biomedical Sciences Program

The College of Medicine’s Biomedical Science program provides an excellent foundation for entrance into professional health programs at USask, and this will be another addition to the options for those biomedical sciences students.

*"I can see that our faculty will play an important role in preparing students in this program and we are looking forward to the challenge...I am confident that this program will be very popular among our students. The MPAS program will offer them a stable, rewarding career that will enable them to help the people of Saskatchewan with their health needs."*

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

*"[Infectious diseases and Immunology] are areas of strength in our department and we would look forward to contributing to those areas and others that are appropriate ... this new program will be of great interest to our undergraduate students and very possibly some of our graduate students..."*

- Dr. Bill Roesler, Department Head, Biochemistry, Microbiology and Immunology

#### Provincial (clinical) Departments

Provincial (clinical) Departments are essential to the success of this program. Clinical rotations allow for many different experiences and attainment of competencies in a variety of areas, all of which contribute to training a PA as a generalist. Learning alongside faculty, other undergraduate students, and residents allows for an integrated experience that mirrors the work environment.

*"I envision opportunities for interdisciplinary learning and practice, where physician assistants, psychiatrists, and other healthcare professionals can learn from each other and work together to provide the best possible care for our patients. I am committed to supporting this program through potential involvement in teaching, mentoring, and providing clinical experiences for the students."*

- Dr. AG Ahmed, Provincial Department Head, Psychiatry

*"Physician Assistants can assist the work of our faculty members in many ways, including by alleviating some of the routine workload these specialists face, allowing them more time to focus on their clinical and educational roles, as well as extending the reach of our specialists into remote and rural areas."*

- Dr. Haissam Haddad, Provincial Department Head, Medicine

*"The integration of physician assistants into the healthcare system holds immense potential for enhancing both postgraduate and undergraduate education. As the clinical workload on surgical residents continues to increase, having physician assistants in programs alongside residents can significantly enrich the learning experience. By allowing residents to focus on tasks that maximize their education, physician assistants contribute to a more efficient and effective training environment."*

- Dr. Michael Kelly, Provincial Department Head, Surgery

*"By augmenting family practice teams with skilled PAs, we can enhance our ability through interprofessional care to provide accessible and timely primary care services, particularly in regions facing challenges related to physician shortages."*

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

*"I am acutely aware of the impact that the physician shortage is having on the timely delivery of acute and chronic care in the province. With the establishment of a Physician Assistant Program, we can move closer to supporting Physicians while providing opportunities for motivated individuals to develop skills that are increasingly becoming integral to delivering health care across Canada."*

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

*"...Physician Assistants will be of significant benefit to us in extending our patient care and academic program delivery capacities...We would be happy to collaborate in generating the needed human, logistic, infrastructure, and strategic capacities."*

- Dr. Mateen Raazi, Provincial Department Head, Anaesthesiology

#### Graduate and Postdoctoral Studies

*"... the MPAS program will open new avenues for research, particularly in healthcare delivery, workforce development, and clinical practice. As the Assistant Dean of Graduate Studies, I am committed to ensuring that students in the new MPAS program will benefit from the wide range of resources provided by the Office of Vice Dean Research, including scholarship opportunities, travel awards, wellness programs, and the activities of the College of Medicine Graduate Student Society."*

- Dr. Kiven Erique Lukong, Assistant Dean Graduate Studies, College of Medicine

#### Indigenous Health

*"It is possible that PAs can create increased capacity in the system, supporting physicians to participate in other vital duties that enhance the health of all Saskatchewan citizens. Furthermore, systemic racism in the health system and increasing health disparity experienced in many marginalized populations in Saskatchewan creates an urgency for a healthcare workforce that is reflective of the diversity in our province. The MPAS will attract individuals from all walks of life to study, work and live in our beautiful province."*

- Dr. Janet Tootoosis, Vice Dean Indigenous Health

#### Continuing Medical Education and Faculty Development

Physician assistants are required to complete a certain amount of professional development once they are certified, in a very similar manner to physicians. The College of Medicine Continuing Medical Education division is well-placed to develop programming and support these new physician assistants. In addition, the new program will faculty to teach physician assistants in a multi-layered learning environment – alongside residents and undergraduate students, if not other health sciences learners. The college's Faculty Development division is excited to continue to engage our faculty in this way to support our learners.

*"...I have already initiated discussions with other CME Deans as to how the continuing medical education offices at our Canadian Universities might also support the physician assistant profession. The current environment for CME is one that favors an interprofessional climate and attitude. We work in teams, as*

*such, we attempt to educate in teams...I would be proactively looking to prepare educational programs to support future Physician Assistants in the fields they would look to engage and focus.”*

- Dr. James Barton, Associate Dean, Continuing Medical Education

*“We would welcome the opportunity to collaborate with other faculty development offices particularly around multi-layered learners in clinical practice and the introduction of physician assistants for true interprofessional team-based care...The program potentially enhances what is currently offered at a time when the development of team-based competencies is critical in medicine. From my perspective, this is a challenge we can rise to.”*

- Dr. Cathy MacLean, Director, Faculty Development

#### Clinical Health Sciences Programs

Allied health sciences learners (i.e., Pharmacy and Nutrition, Nursing, Physical Therapy) may have opportunities for interprofessional education experiences to learn alongside PA students, as they would work together within the health system. This provides clearer understanding of roles within the system and will be a benefit as our PA graduates enter into a health system where they are relatively unknown.

*“While there are differences in nurse practitioner and physician assistant education and practice, the overlapping clinical competencies between these professions create exciting opportunities for interprofessional education....such as procedural skills labs, team-based learning, health quality improvement, knowledge dissemination and enhancement of clinical placement opportunities. Fostering collaboration between the MN-NP and MPAS programs creates the opportunity for a dynamic interprofessional learning environment that prepares students for the evolving landscape of healthcare delivery and advances healthcare education within the University.”*

- Dr. Louise Racine, Associate Dean Research and Graduate Studies, and Janet Luimes, Nurse Practitioner Program Academic Lead

*“Establishment of the MPAS program aligns with the mission and vision of the [USask Health Sciences] which is to enhance the capacity for high quality health care by enabling the education of a new generation of healthcare practitioners with skills in interprofessional healthcare and health promotion, promoting excellence in interdisciplinary health research, and sharing in outreach and community engagement...While the establishment of an MPAS program has implications for health sciences that will need to be discussed further, I look forward to collaborating on this initiative and give it my full support.”*

- Dr. Adam Baxter-Jones, Interim Associate Provost, Health – USask Health Sciences

*“Interdisciplinary care is the key to a sustainable health care system; thus, physicians, pharmacists, nurses, and other allied healthcare providers must work together for a sustainable, efficient and effective organization that responds to the needs of our communities...we are happy to discuss opportunities for collaboration in the future.”*

- Dr. David Blackburn, Professor and Associate Dean, Research and Graduate Affairs, College of Pharmacy and Nutrition



*“There are many areas where I envision the [School of Rehabilitation Science], the [Masters of Physical Therapy] program (and potential future Occupational Therapy and/or Speech Language Pathology programs) could collaborate with the proposed MPAS program. Specific examples that come to mind include: interprofessional case-based and/or simulation learning opportunities, interprofessional team-based clinical placement learning opportunities, [and] interdisciplinary research.”*

- Dr. Brenna Bath, Director and Professor, School of Rehabilitation Science

**b. 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 and invited to ask questions and provide comments. Submitted letters of support can be found in Appendix F, a list of stakeholder meetings held can be found in Appendix G and common questions and answers in Appendix C.

**c. 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.**

There are no in-program courses required from colleges outside of the College of Medicine. To complete the Indigenous Studies pre-requisite (section 1.2a), students may enrol in a course from various USask Colleges, but online courses and those from other universities may be accepted<sup>11</sup>. The College of Nursing has developed a new Anatomy course (NURS 120) and has suggested that this course may fulfil the application prerequisite for potential MPAS students.

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

Refer to Appendix F (Letters of support and Appendix G (Stakeholder Engagement) for details on which partners, professional associations, and accreditation bodies were consulted and/or provided a letter of support for this program.

Saskatchewan Health Authority

The medical curriculum for the College of Medicine (undergraduate medicine, postgraduate medicine, and physician assistant) relies on a partnership with the Saskatchewan Health Authority. Two documents guide this partnership and our related responsibilities – an Affiliation Agreement and a Clinical Placement Agreement. These documents are reviewed on an annual basis. Document language at the next review will be updated to include physician assistant learners, but overall minimal changes will be made to the document to adopt the physician assistant cohort.

*“The SHA welcomes the opportunity to work with our partners at the CoM to understand the requirements of the MPAS program and collaborate to successfully add MPAS learners into SHA clinical environments, and amend any agreements as needed...Students are valued members of the SHA team*

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<sup>11</sup> <https://medicine.usask.ca/documents/ugme/admission/indigenous-learning-prerequisite1.pdf>

*and our future colleagues. Having a Saskatchewan training program will be vital to support not only our recruitment efforts but our mandate and accountabilities to the people of Saskatchewan.”*

- Dr. Susan Shaw, Chief Medical Officer

#### Saskatchewan Medical Association

*“...a PA supports the work of a physician and extends the care delivered by a physician so that, together, the physician and the PA provide high-quality care to a patient...The SMA welcomes the addition of PAs to the health care system. They will help to reduce the pressures on physicians and enhance patient care.”*

- Dr. Annette Epp, President

#### Saskatchewan College of Family Physicians

*“We are committed to collaborating with and supporting the new Physician Assistant program. We envision an active partnership wherein our members can contribute to the educational and clinical training of PA students. This collaboration will not only enrich the learning experience for the students but also foster a culture of teamwork and shared responsibility.”*

- Dr. Andries J Muller, President

#### Saskatchewan Healthcare Recruitment Agency

*“The Saskatchewan Healthcare Recruitment Agency is one of the resources to support trainee retention and integration of the graduates of the program into the health workforce. We hope to meet with the students throughout their training to profile the career opportunities in Saskatchewan.”*

- Erin Brady, CEO

#### Emmanuel Health / St. Paul’s Hospital

*“We acknowledge the capacity that will be added to the inter-professional healthcare team across the province and the resulting benefits for patients. As an organization (Emmanuel Health) that runs programs in urban and rural, acute and long-term care, we agree that physician assistants can greatly enhance our ability to deliver quality and timely care in Saskatchewan.”*

- Corey Miller, President & CEO, Emmanuel Health and Tracy Muggli, Executive Director, St. Paul’s Hospital

#### Canadian Association of Physician Assistants (CAPA)

*“CAPA fully supports the launch of an education program in the province. This will be monumental in raising home grown Physician Assistants to help better serve the residents of Saskatchewan to receive timely access to quality health care.”*

- Patrick Nelson, Executive Director

#### Physician Assistant Certification Council of Canada (PACCC)

*“...With confirmation from the University of Saskatchewan that the MPAS program will meet national accreditation requirements, PACCC will also support the inclusion of the University of*

*Saskatchewan MPAS graduates to challenge the PA Certification Exam as early as 2027/28. As the certifying body for Canadian PAs, PACCC supports PA integration across the country and will ensure that all University of Saskatchewan MPAS graduates meet the national standards established by CAPA and its stakeholders...”*

- Angela Cassell, Chair and Sandra Bourgon, Director, Certification

#### College of Physicians and Surgeons of Saskatchewan

*“...physician assistants have become a vital component of the provision of healthcare in other provinces...Manitoba recently indicated to me that the system could not function without physician assistants...the CPSS would encourage and support the College of Medicine in this endeavour.”*

- Dr. Grant Stoneham, Registrar

### **1.5 Budget**

Information about budget and financial implications appears in Appendix H. Library, ICT and capital and space requirements (and related budgetary impacts) can be found in Appendix I.

Of note:

- Funding for this program is external and via the Government of Saskatchewan.
- The costs related to capital, renovation and equipment (both one-time and ongoing) have been built into the program funding request to government. If we do not 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.
- Space needs for year one will come from existing CoM footprint for small staff and limited physician faculty leadership roles. A space optimization study already underway for the Health Sciences Building has already factored in the space needs for the MPAS program. Year two is supported by existing clinical space (both hospital and community-based and across the province) but budget and space considerations need to consider student travel and accommodation costs to support and encourage a heavier presence in rural settings.
- USask will continue to engage with the provincial government regarding potential incentives to enhance affordability for students and retention of graduates.

## **2. College Statement**

### **Presented at College of Medicine Faculty Council as Motion – January 31, 2024**

- During the meeting, a motion was presented to council proposing the establishment of a new program within the college called the Masters Physician Assistant Studies (MPAS) program. A comprehensive PowerPoint presentation was delivered to accompany the motion, and the presentation is available for viewing on SharePoint.
- This program was initiated in March 2023 by the Governments announcement regarding the hiring of physician assistants in the province, despite this announcement, no physician assistants have been hired to date, although there are openings within the Saskatchewan Health Authority.
- In June 2023, the Ministry of Advanced Education approached the college to conduct a feasibility study to see if it was possible for the college of medicine to take on this program

to train physician assistants within this province. Subsequently in August 2023 the College submitted a proposal which received favorable feedback. A notice of motion was brought forward to council during the September meeting.

- On October 31, 2023, it was announced that funding for the program was approved by the government, with plans for implementation commencing in fall 2025.
- They are engaged in stakeholder discussions and these discussions will be ongoing.
- The program is designed as a two-year, full time master's level program, spanning ninety-six- weeks. A bachelor's degree with pre-requisites in Anatomy, Physiology and Indigenous studies will be required. More defined research requirements will start in year one and cumulate into a capstone project at the end of year two.
- Year one will have four proposed courses which will be delivered in Saskatoon, along with multiple teaching and learning methods and early clinical exposure.
- Year two will have clinical experience integrated into healthcare teams, multiple rotations which will vary in length. The program will follow a distributive education model (i.e. include sites, outside Saskatoon). Which will align with our social accountability mandate.

#### **Proposed Courses – Curriculum**

- Medical Foundations (Year One)
- Clinical and Procedural Skills (Year One)
- PA Professional Practice (Year One)
- Research and Evidence-based Medicine (Year One and Two)
- These courses will provide opportunity for interprofessional education, a multilayered learning environment, national networking and innovation.

#### **Enablers – Staff and Faculty**

- This program is coming with an envelope of funding from the government so it can be a stand-alone program. There will be opportunities to synergize with the MD Undergraduate program and with the other Health Sciences colleges, but this structure will be built in to ensure this program is not taking from other resources.
- This will fund program administration as well as admin, curriculum, course and quality/accreditation leads, an USFA Biomedical Faculty 1.0 FTE role and funding for preceptors and faculty teaching.
- There is nearly a \$1 million dollar investment per year for administrative supports, which will be critical to bringing in a new program and having it successfully incorporated into the college.

#### **Enablers – Programming**

- There is discussion of scheduling sessions beyond the typical 0830-1630 window, involving non-MDs in teaching, collaborating with other Health Sciences Colleges, securing clinical placements outside urban areas, offering longitudinal opportunities, and creating a multilayered learning environment.
- Next steps involve the motion being addressed tonight during faculty council. There will be a continued focus on stakeholder engagement and partnership development to foster collaboration. Work on curriculum development will proceed, ensuring alignment with evolving educational standards, and collaboration with national partners. Ongoing conversations with clinical partners and faculty members will be prioritized to strengthen collaboration efforts. Engagement with the USask Governance process, including the Graduate Programs Committee, Academic Programs Committee, and University Council, remains crucial to uphold institutional standards. Lastly, vigilance will be maintained

regarding the Government of Saskatchewan Budget Day in March 2024 to ensure program sustainability.

MOTION: THAT THE COLLEGE OF MEDICINE'S FACULTY COUNCIL APPROVE THE MASTERS OF PHYSICIAN ASSISTANT STUDIES (MPAS) PROGRAM PROPOSAL, PENDING THE APPROVAL OF UNIVERSITY COUNCIL AND NEW FUNDING FROM THE GOVERNMENT OF SASKATCHEWAN PRESENTED BAETZ/McKague

26 In Favor 1 Opposed 0 Abstained

MOTION CARRIED

### **Presented at Faculty Council as Notice of Motion – September 27, 2023**

- A Notice of Motion was brought forward for a Physician's Assistant (Master's) Program and a PowerPoint presentation was shared, this can be viewed in SharePoint.
- This initiative is a joint effort involving many members of our college who have contributed to the development of a business plan and feasibility study, which has been presented to the government. Dr. Burrows, the Assistant Dean of the PA program at McMaster, has been an invaluable resource for the project team.
- The need for physician assistants in Saskatchewan is significant, given the challenging physician resource landscape in the province. In 2021-2022, Saskatchewan was the only province in Canada to experience a net loss of physicians. The government has recognized the value of physician assistants and passed legislation to license them. A budget allocation was also made to hire physician assistants. This initiative aligns with the government's four-point action plan for addressing physician resource challenges.
- Physician assistants, trained in the medical model, serve as valuable extensions of physicians, working in various practice settings, from emergency rooms to rural and family medicine. They contribute to improving access to care, patient care continuity, and overall healthcare efficiency. Our vision for the program is a two-year, master's level offering with an initial intake of 20 students per year. The curriculum includes in-person learning, small group sessions, simulation, and clinical placements. Social accountability and connections to the community, rural health, and reconciliation are fundamental aspects.
- The goal is to train physician assistants who are service-oriented and committed to practicing in Saskatchewan. Building this program will enable us to meet the demand for physician assistants within the province and strengthen our healthcare system.
- Collaboration with the community, government, and partners is essential to realizing this vision.
- This proposal is still in its early stages and depends on full government funding.
- Nevertheless, it represents the first step in establishing the program within the university's governance structure.

### **3. Related Documentation**

Appendix A: Letter of intent from the Honourable Gordon S. Wyant, Minister of Advanced Education

Appendix B: Physician assistant case studies and research on their impact on the healthcare system

Appendix C: MPAS Commonly asked questions

Appendix D: Communications plan

Appendix E: Course and curriculum information

Appendix F: Letters of support

Appendix G: Stakeholder engagement list

Appendix H: Budget and Financial Implications

Appendix I: Library form, ICT form, Capital and space requirements form

## Consultation Forms

Attach the following forms, as required.

### Required for all submissions:

- Consultation with the Registrar form (Note: this form will be completed by SIS during the Consultation with the Registrar meeting. Completion is based upon the proposal and the meeting discussion; no preliminary work from the college is required).
- ✓ Budget forms, including tuition.
- ✓ Complete Catalogue entry, if proposing a new program, or excerpt of existing program with proposed changes **marked in red**
  - Please include admission requirements, complete program of study, and all new, deleted or changed courses in the entry.
- Entry for marketing website: [admissions.usask.ca/programs/find-a-program](https://admissions.usask.ca/programs/find-a-program) OR [gradprograms.usask.ca](https://gradprograms.usask.ca) as appropriate.
- Entry for the Tuition website: [students.usask.ca/money/tuition](https://students.usask.ca/money/tuition)

### Required for all new courses:

- ✓ New Course Proposal Forms
  - MPAS 810, 820, 830 (Medical Foundations I, II, III)
  - MPAS 811, 821, 831 (Clinical & Procedural Skills I, II, III)
  - MPAS 812, 822, 832 (Physician Assistant Professional Practice I, II, III)
  - MPAS 801, 802 Seminar in Research and Evidence Based Medicine
  - MPAS 900 (Clinical Experiences)

Required if resources needed: Please consult the attached checklist below for a list of necessary forms to be completed and included in the application package.

### Submission of Form:

Please submit all completed Proposal for Curricular Changes and other required forms to this email address: [academic\\_programs@usask.ca](mailto:academic_programs@usask.ca)

**Academic Programs Approval Process**  
**Checklist of forms and consultations to be completed before submission of a *Proposal for Curricular Change* 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	N/A	See appendix F and G	See appendix F and G
2	Financial Sustainability/Tuition Review	<i>Budgetary and Financial Implications Worksheet</i>	13-Dec-2023	Jennifer Beck
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>	13-Dec-2023	Jennifer Beck
5	Provost sign-off on Budgetary and Financial Implications Worksheet	<i>Budgetary and Financial Implications Worksheet</i>	*continued conversations required for APC	Jennifer Beck / Dr. Airini
6	Secure College Faculty Council Approval	• <i>Proposal for Academic or Curricular Change Form</i>	Motion Approved January 31, 2024	CoM Faculty Council
		• <i>Completion of Physical Resource and Space Requirement Form</i>	12-Dec-2023	TBD
		• <i>Completion of Library Requirement Form</i>	14-Dec-2023	Erin Watson / Charlene Sorensen
		• <i>Completion of ICT Requirement Form</i>	18-Dec-2023	Ganna Tetyurenko
		• <i>Completion of New Course Creation Forms</i>	See Appendix G	
		• <i>Completion of Catalogue Entry</i>	Draft included in proposal	
7	(For graduate programs) Secure College of Graduate and Postdoctoral Studies Approval	(As above)	February 14, 2024	Graduate Programs Committee
8	Consultation with Registrar	<i>Consultation with the Registrar Form</i>	Enclosed	



Government  
— of —  
Saskatchewan

Minister of Advanced Education

Legislative Building  
Regina, Canada S4S 0B3

October 31, 2023

Dr. Peter Stoicheff  
President  
University of Saskatchewan  
Room 210 Peter MacKinnon Building  
107 Administration Place  
SASKATOON SK S7N 5A2

Dear Dr. Peter Stoicheff:

Thank you for your submission of the Physician Assistant Feasibility Study on August 31, 2023, and the ongoing work of the University of Saskatchewan, College of Medicine on this important initiative.

I am pleased to provide approval for the College of Medicine to proceed with the following actions to develop a master's level physician assistant training program at the University of Saskatchewan, with a goal of having the first intake of students in Fall 2025:

- hiring the necessary staff to develop and implement the program;
- assessing the capital requirements to support the program; and
- continuing discussions with key stakeholders to inform program development.

As noted in Appendix 2 of my March 22, 2023, letter to the chair of the Board of Governors, the Ministry of Advanced Education provided the University of Saskatchewan, College of Medicine, with \$200,000 in the 2023-24 Budget to conduct a feasibility study for a physician assistant program at the University of Saskatchewan. With the feasibility study completed, the Ministry of Advanced Education understands that there is \$180,000 remaining of these funds. Please utilize these remaining funds to finance the next steps in the development of the physician assistant program. If additional funding is required during government's 2023-24 fiscal year, please work with Ministry of Advanced Education officials to determine the timing and amount of additional financial support.

... 2



Financial support for the physician assistant program in 2024-25 and beyond will be determined as part of the Government of Saskatchewan's 2024-25 and future budget processes.

The Ministries of Advanced Education and Health acknowledge the excellent feasibility work that has been completed. We look forward to our ongoing collaboration with the University as program development work continues.

Sincerely,

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the left.

Gordon S. Wyant, K.C.  
Minister of Advanced Education

cc: Honourable Everett Hindly, Minister of Health  
Dr. Airini, Provost and Vice-President, Academic, University of Saskatchewan  
Dr. Preston Smith, Dean, College of Medicine  
Greg Power, Chief Operating Officer, College of Medicine  
Alexandra Foster, Director, Government Relations, University of Saskatchewan  
Rebecca Carter, Deputy Minister, Ministry of Advanced Education  
Mark Wyatt, Assistant Deputy Minister, Ministry of Advanced Education  
Tracey Smith, Deputy Minister, Ministry of Health  
Ingrid Kirby, Assistant Deputy Minister, Ministry of Health  
Greg Gettle, Assistant Deputy Minister, Ministry of Health

## Appendix B: Physician assistant case studies and research on their impact on the healthcare system

### Physician assistants in practice: Selected case studies<sup>1</sup>

#### *The Value of a PA in Remote Primary Care Settings*

Like many rural, remote, or northern communities, a small primary care clinic in Northern Ontario faced physician recruitment challenges, an overwhelmed physician team, limited access to specialty care, and other community healthcare disparities. To address these challenges, the clinic accepted a PA student for a Family Medicine rotation. After the student graduated, the clinic decided to offer the PA employment to complement the physician's role and to expand patient access to care. The PA's addition increased patient access to healthcare, enhanced patient outcomes, and expanded services offered, including minor procedures and preventive care. The collaborative approach between the physician and PA resulted in improved continuity of care, reducing emergency room visits, and hospital admissions. The PA's community engagement efforts at a local high school helped build trust, awareness of healthcare resources, boosted health promotion, and introduced students to other health career pathways. In order to extend primary care delivery, the PA also flies into a remote Indigenous community every few weeks to provide care in collaboration with their supervising physicians and a local nurse. Ultimately, the incorporation of a Physician Assistant transformed the accessibility and efficiency of primary care delivery in the community and offers a great example of recruitment and retention opportunities that arise from supporting trainees.

#### *The Value of a PA in a Rural Emergency Department*

An Emergency Department in a small town with limited access to specialized medical care struggled to meet the increasing demand for services. The department was primarily staffed by family physicians who worked on a rotating schedule to cover emergency services. However, this required family physicians to leave their family practice when an unstable patient presented to the Emergency Department. This created primary care gaps and decreased access to care for both family medicine patients and those requiring emergency care. To enhance patient care and alleviate the burden on community-based family physicians, the ED decided to hire a PA in a shared model with the group of family physicians. The PA staffs the ED from Monday to Friday. This addition allows for a more efficient triage system, rapid patient assessments, and timely interventions which has reduced wait times and improved patient outcomes. The collaboration between the PA and family physicians ensured continuous coverage during regular practice hours and facilitated seamless coordination of care. The PA works collaboratively with ED staff (nursing, allied health, pharmacy, etc.) and connects with their supervising physician (off-site) if/when backup care is needed (i.e., progressively unstable patient, patient who needs a medical escort for transport to another health centre, etc.). This model enhanced the overall effectiveness of the rural ED and provided a valuable solution to deliver quality emergency care to the community.

#### *The Value of a PA on a Hospital Based Surgical Team*

The progressive backlog of orthopedic surgery patients provided strong motivation for a group of surgeons to add a PA to their team. The PA's integration proved to be highly valuable, enhancing the department's capacity to provide comprehensive and timely care to orthopedic patients. With PA support, the surgeons could focus on operating room time while the PA was available on the wards. The

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<sup>1</sup> Selected case studies are based on a personal communication from Dr. K. Burrows, August 1, 2023.

PA conducted pre-op assessments, responded to Emergency Department consult requests, provided continuity in post-operative care, enhanced patient education, and met with the interprofessional team for discharge planning. The PA also provided surgical first assist services in the OR when residents or other physicians were not available. Residents came to depend on the PA role for bedside teaching, procedural skills, and site orientation/mentorship. While PAs cannot serve as the most responsible physician in general, they may possess the most experience in certain skills or specialized areas. PAs with appropriate privileges and certifications for specific procedures may offer guidance to residents, and they may co-sign observation and assessment forms accordingly. The PA's expertise and collaboration with the surgical team contributed to smoother operations and recovery processes. The addition of PA was a successful strategy in augmenting patient flow, optimizing patient care delivery, improving patient/family satisfaction, and reducing surgical wait times.

### Research on the impact of PAs on the healthcare system

There has been a significant amount of research on the impact of PAs on the healthcare system. There are several different specialities where PAs can make a difference. For example:

- *General support* - In Ontario, a study of PAs and other healthcare professionals supporting Emergency Departments found that PAs reduced wait times by 1.6x, decreased length of stay by 30%, and decreased the number of patients leaving without being seen by 44%. These factors were reduced whether the PA was directly involved in care or indirectly on duty in the department.<sup>2</sup>
- *Surgery* - In Winnipeg, PAs supporting orthopaedic surgical services were found to be essentially cost neutral (when compared to using GP surgical assists), saved their supervising physicians 204 hours per year, decreased wait times for primary hip and knee surgeries by 30% and increased the surgical throughput of those surgeries by 42%.<sup>3</sup> A study in Ontario found that surgery teams with PAs had an earlier discharge rate than teams without, residents spent fewer hours inputting information into the electronic records database, and reported that PAs improved their rotation and quality care<sup>4</sup>. Another Ontario study on PAs as part of acute care surgery teams found that PAs provided consistency and effective management of ward issues and patient care plans, organization of team members, and timely emergency department consultations<sup>5</sup>.
- *Family Medicine* - A qualitative study regarding the impact of PAs found that physicians felt they had increased flexibility, the ability to spend more time on complex patients, an overall reduction in work hours and stress – although it was noted that barriers to hiring included funding concerns, retention and the need for initial intensive supervision and training<sup>6</sup>.

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<sup>2</sup> Ducharme J, Alder RJ, Pelletier C, Murray D, Tepper J. The impact on patient flow after the integration of nurse practitioners and physician assistants in 6 Ontario emergency departments. CJEM. 2009 Sep;11(5):455-61. doi: 10.1017/s1481803500011659. PMID: 19788790.

<sup>3</sup> Bohm ER, Dunbar M, Pitman D, Rhule C, Araneta J. Experience with physician assistants in a Canadian arthroplasty program. Can J Surg. 2010 Apr;53(2):103-8. PMID: 20334742; PMCID: PMC2845948.

<sup>4</sup> Dies N, Rashid S, Shandling M, Swallow C, Easson AM, Kennedy E. Physician assistants reduce resident workload and improve care in an academic surgical setting. JAAPA. 2016 Feb;29(2):41-6. doi: 10.1097/01.JAA.0000476214.34937.50. PMID: 26818645.

<sup>5</sup> Lack A, Saddik M, Engels P, Lethbridge S, Nenshi R. Can J Surg Oct 2020, 63 (5) E442-E448; DOI: 10.1503/cjs.002119

<sup>6</sup> Taylor MT, Wayne Taylor D, Burrows K, Cunnington J, Lombardi A, Liou M. Qualitative study of employment of physician assistants by physicians: benefits and barriers in the Ontario health care system. Can Fam Physician. 2013 Nov;59(11):e507-13. PMID: 24235209; PMCID: PMC3828112.

- *Psychiatry* – A study of PAs in the United States indicates they have the knowledge and skills to address substance abuse, prescribe controlled medication, identify and manage medication misuse, and identify addictive drugs<sup>7</sup>. Using PAs may reduce the costs of mental health services by lowering the costs of care and enabling more effective use of the psychiatrist<sup>8</sup>.

In 2016, the Canadian Institute for Healthcare Information calculated cost savings for the healthcare system with the introduction of PAs<sup>9</sup>. PAs can be a cost-effective substitute for various medical tasks, and by delegating, physicians can do more productive or specialized tasks. This study found that PAs provide cost savings in primary care when they can substitute for more than 29 per cent of a physician's time and found cost savings in emergency room care and orthopaedic care when they can substitute for 25 and 21 percent of physician's time, respectively.

Providing healthcare in a rural setting has a number of challenges, but PAs providing care alongside physicians to underserved rural populations can help to alleviate some of these challenges in a cost-effective way<sup>10</sup>. Rural PAs may also have a larger scope of practice and more autonomy than urban PAs, a reflection of the wide-ranging needs of an underserved population<sup>11</sup>. As with physicians, the recruitment and retention of PAs will be important to achieve success in the area of rural health.

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<sup>7</sup> [https://journals.lww.com/jaapa/Fulltext/2020/12000/The\\_role\\_of\\_PAs\\_in\\_providing\\_mental\\_health\\_care.8.aspx](https://journals.lww.com/jaapa/Fulltext/2020/12000/The_role_of_PAs_in_providing_mental_health_care.8.aspx)

<sup>8</sup> <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7781880/>

<sup>9</sup> [https://capa-acam.ca/wp-content/uploads/2018/11/8347\\_PhysiciansAssistants\\_RPT\\_Gaining\\_efficiency.pdf](https://capa-acam.ca/wp-content/uploads/2018/11/8347_PhysiciansAssistants_RPT_Gaining_efficiency.pdf)

<sup>10</sup> <https://capa-acam.ca/wp-content/uploads/2012/06/2010-Role-PAs-Rural-Health.pdf>

<sup>11</sup> Sawyer BT, Ginde AA. Scope of practice and autonomy of physician assistants in rural versus urban emergency departments. *Acad Emerg Med*. 2014 May;21(5):520-5. doi: 10.1111/acem.12367. PMID: 24842502.



## Appendix C: Master of Physician Assistant program – Commonly asked questions

### 1. What is the difference between a Physician Assistant (PA) and a Nurse Practitioner (NP)?

A nurse practitioner and a physician assistant are both licensed and regulated advanced practice providers who can diagnose and treat patients, prescribe medications, and order tests. Although both professions work with patients in various healthcare settings and often are found working together, they gain their competencies in a different way.

- Education and training: NPs are registered nurses who have completed a master's or doctoral degree in nursing, while PAs have completed a master's degree in physician assistant studies. [Nurse practitioners follow the nursing model, which emphasizes the whole person and wellness, while physician assistants follow the medical model, which focuses on the biological and pathological aspects of health<sup>1</sup>.](#)
- Specialization:
  - Nurse practitioners are trained in the nursing model and specialize in various areas of nursing, such as gerontology, mental health, pediatrics, or women's health, depending on their education and certification. Programs average a minimum of 700 – 950 clinical hours. Nurse practitioners must already be a registered nurse to begin training as an NP.
  - Physician Assistants are trained in the medical model and train as generalists who can practice in any area of medicine; they may also pursue additional training or experience in a specific specialty. They must complete >1900 hours of patient care experience prior to graduation. Learners do not need specific healthcare training before beginning their program, although some health- or science-related courses may be required as pre-requisites to entry.
- Supervision and autonomy: Nurse practitioners can practice independently and are regulated under the College of Registered Nurses of Saskatchewan (CRNS) respective provincial college of nursing. Physician assistants work collaboratively with a supervising licensed physician(s) and their level of autonomy depends on provincial/regulatory requirements, the PA-physician relationship community needs (i.e., rural vs urban settings), and the PAs expertise. In Saskatchewan, legislation was recently passed to regulate PAs under the College of Physicians and Surgeons (CPSS).
- Time to practice: PAs require an undergraduate degree and then undertake a condensed 2-year training program before entering the workforce. NPs require an undergraduate nursing degree and then train as a NP for 1-2 years.
- Labor costs: NPs are more expensive to hire, and PAs can offer a less expensive alternative. PAs tend to follow physician work schedules vs NPs who are more autonomous.

Both careers are rewarding and challenging, and they require similar skills and competencies, such as critical thinking, communication, and compassion. Both programs face many of the same systemic

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<sup>1</sup> <https://www.forbes.com/advisor/education/nurse-practitioner-vs-physician-assistant/>



barriers, such as lack of role recognition and significantly reduced funding / resourcing as compared to medical programs.

## 2. Will this program be available to International Medical Graduates (IMG)?

- Any Permanent Resident is eligible to apply for the program
- An IMG that is a permanent resident will not be able to “fast pass” or graduate early; they must complete the entire program.
- Overall, IMGs do not like working as PAs – they are looking for the same autonomy and same role they were trained for outside of Canada.

## 3. Why might an applicant choose to be a PA over an MD?

- Students may be attracted to applying for a PA education program over medical school for a number of reasons:
  - o Faster route to starting a career in medicine (2 years condensed training)
  - o Improved work/life balance throughout their career
  - o Career flexibility – can move between medical specialties and disciplines.
  - o Practice in collaborative, team-based care (shared responsibilities with a team or supervising physician)
- The shorter program duration may also invite applications from those of a lower socio-economic background, increasing diversity and better representation of the population of our healthcare providers.
- A PA program might also interest those wanting a career shift later in life and allows them to ‘upskill’ using their healthcare knowledge to shift to a slightly different career but still stay within their communities as a healthcare provider.

## 4. What is an average PA salary? What is the salary range for a new graduate to experienced PA?

- The average pay scale is \$85-88,000 to \$130,000 depending on speciality or experience
- Saskatchewan is currently hiring PAs at an hourly rate of \$51.10 to \$62.50

## 5. Could/will students use this program as a stepping stone to an MD program?

- Ideally, you would not lose students to an MD program and would attempt to ‘weed out’ those students during your application process (i.e., the interview), but 1-2 students might take this route annually
- Acceptance into a PA program will not make students more competitive for an MD program



# Communications Plan

## Master of Physician Assistant Studies

December 2023

### Appendix D: Communications plan

#### COMMUNICATIONS GOAL

To gain stakeholder interest in and engagement with the new program and to ensure interested and qualified students apply to this new program.

#### COMMUNICATIONS OBJECTIVES

1. Raise awareness of the program and ensure that questions about it are easily answerable.
2. Generate interest in the program and ensure qualified applicants have the information needed to apply.
3. Enhance the reputation of the College of Medicine and its relationships with partners.

This will be accomplished through:

Action	Due
Faculty messaging <ul style="list-style-type: none"> <li>- Updates / milestones</li> <li>- Preceptor survey</li> </ul>	Ongoing via dean’s updates and committee meetings TBD
Media release <ul style="list-style-type: none"> <li>- Applications launch</li> <li>- Program launch</li> </ul>	January 2025 September 2025
Website <ul style="list-style-type: none"> <li>- Admissions information</li> <li>- Admissions portal?</li> <li>- Current students</li> </ul>	Fall 2024
On Campus News <ul style="list-style-type: none"> <li>- Approved, launching admissions</li> <li>- Work with external partners</li> </ul>	Fall 2024
Student groups <ul style="list-style-type: none"> <li>- Biomedical, Microbiology and Immunology Student Association</li> <li>- Health Sciences Students’ Association</li> <li>- Health Studies Students’ Association (Arts and Science)</li> </ul>	Fall 2024
Career Fairs <ul style="list-style-type: none"> <li>- USask open house</li> <li>- Other career fairs?</li> </ul>	Fall 2024
Information session <ul style="list-style-type: none"> <li>- Virtual Q&amp;A</li> <li>- Ask MPT, UGME for tips</li> </ul>	Fall 2024
Display screens <ul style="list-style-type: none"> <li>- Across campus</li> </ul>	Fall 2024
PAWS <ul style="list-style-type: none"> <li>- Targeted announcements</li> </ul>	Fall 2024
CoM e-news <ul style="list-style-type: none"> <li>- Once approved</li> <li>- Once admissions open</li> </ul>	May 2024 (post approval) Jan 2025 (admissions open)

Dean’s message	Post-approval
Health Sciences communications leads	Post-approval
College of Graduate and Postdoctoral Studies <ul style="list-style-type: none"> <li>- E-news, social media, website</li> <li>- Open houses / career fairs</li> </ul>	TBD
Social Media – Instagram, Twitter, Facebook, LinkedIn (Advancement) <ul style="list-style-type: none"> <li>- Tag USask and other key partners for sharing</li> <li>- Marketing and learner recruitment efforts of USask and college admissions/recruitment teams supported by communications at both the college and USask levels</li> </ul>	January 2025
CoM news (website) <ul style="list-style-type: none"> <li>- Program approval</li> <li>- New program launch</li> </ul>	May 2024 Fall 2025

Progress will be measured through:

- Interest via [mpas@usask.ca](mailto:mpas@usask.ca) email
- Media coverage
- Student applications (# of qualified students)
- Positive engagement with stakeholders

**KEY SPOKESPEOPLE**

- Trustin Domes, Academic Director, Master of Physician Assistant Studies program
- Kent Stobart, Vice Dean Education College of Medicine

**KEY AUDIENCES**

- College of Medicine faculty and leadership, CoM staff and biomedical learners, graduate studies
- U of S (especially Pharmacy, Nursing, College of Graduate and Postdoctoral Studies, other Health Sciences colleges)
- Government Ministries (Health, Advanced Education)
- Medical organizations (SHA, SMA, CPSS)
- Interested / qualified students

**OTHER AUDIENCES**

- general public



## Appendix E Draft USask MPAS Curriculum Outline

### General Guidelines

- Accreditation will highlight acquisition of professions competencies (based on CanMEDS-PA and the Canadian EPA-PAs)
- Should also map to degree level outcomes (graduate studies)

### Program Structure

Pre-clerkship: ~48-week curriculum Year 1 (didactic, in person, on campus/St. Pauls)

- 16 weeks per semester, start when UGME starts

Clerkship: ~48-week curriculum Year 2 (clinical rotations + research/graduate component)

Year 1: Clinical Sciences (Pre-Clerkship) September 2025-August 2026			Year 2: Clinical Rotations (Clerkship) September 2026-August 2027		
Fall Term I 16 weeks	Winter Term II 16 weeks	Spring Term III 16 weeks	Fall Term I	Winter Term II	Spring Term III
MPAS 810: Medical Foundations I (15 cu/term)	MPAS 820: Medical Foundations II	MPAS 830: Medical Foundations III	MPAS 900: Clerkship (48 cu) Orientation (1 week) Core & Elective Clinical Rotations <ul style="list-style-type: none"> <li>• Family Medicine (8 weeks, ½ Rural)</li> <li>• Internal Medicine (6 weeks)</li> <li>• Surgery (6 weeks)</li> <li>• Mental Health &amp; Substance Use Health (6 weeks)</li> <li>• Pediatrics (4 weeks)</li> <li>• Women’s Health (4 weeks)</li> <li>• Emergency Medicine (4 weeks)</li> <li>• Electives (8 weeks)</li> </ul> Transition to Practice (1 week)		
MPAS 811: Clinical & Procedural Skills I (11 cu / term)	MPAS 821: Clinical & Procedural Skills II	MPAS 831: Clinical & Procedural Skills III			
MPAS 812: PA Professional Practice I 3 cu/term)	MPAS 822: PA Professional Practice II	MPAS 832: PA Professional Practice III			
MPAS 801, 802: Research and Evidence Based Medicine (I, II) (3 cu/term)					
*Any other Grad Studies required courses					

### Considerations

- Saskatchewan and rural connection
- Social accountability
- Generalist training
- Truth and Reconciliation, Indigenous Health
- Service-orientation
- Team-based/Collaborative/Patient Centered Care
- Compassionate and competent care

\*PA Curriculum will parallel some aspects of UGME and other existing programs:

- Learner centered
- CASE-based (Cooperative, Active, Self-Directed and/or Experiential learning)
- Team-based learning
- Integrated case studies to link basic and clinical science learning

- Reflective of CanMEDS-PA roles, Canadian PA-EPAs, and accreditation standards

## Pre-clerkship Core Curriculum Components

### 1. Medical Foundations MPAS 810, 820, 830

- 6-12 hours/week
- Integration of clinically applied basic sciences (anatomy, physiology, pharmacology, microbiology) with pathophysiology and epidemiology/etiology to develop diagnostic and therapeutic clinical decision making
- Key vertical themes: Indigenous health, health promotion and preventative health, evidence-based medicine
- Large group sessions, smaller problem-based session, team-based learning, flipped lectures and guest speakers (delivered by PAs in the workforce)
- Classroom based (room that accommodates 20 learners + faculty lead (ideally with round tables, five learners/table) and smaller rooms that accommodate 3-5 small groups + faculty leads)
- Opportunities to collaborate with UGME regarding learning objectives/cases/materials/assessments
- ASSESSMENT: Team-based learning (IRAT and GRAT), applied case presentations, comprehensive written examination at end of each block/term (case-based, written responses + multiple choice)
- Term 1: Blood and the immunity/Cardiovascular/Pulmonary/ENT/Kidney and Urinary tract
  - Mid August – December break (16 weeks)
  - Blood and immunity– 4 weeks
  - Cardio/Pulmonary/ENT - 8 weeks
  - Kidney and Urinary tract – 4 weeks
- Term 2: Endocrine, Reproduction and sexual health/GI and nutrition, dermatology
  - January – end of April (16 weeks)
  - Endocrine – 4 weeks
  - Reproduction and Sexual health – 5 weeks
  - GI and nutrition – 5 weeks
  - Dermatology – 2 weeks
- Term 3: Musculoskeletal/rheumatology, Neuro, ophthalmology and mental health, complex care consolidation
  - May – end of August (16 weeks)
  - Musculoskeletal / rheumatology - 5 weeks
  - Neuro / Ophthalmology – 5 weeks
  - Mental health – 4 weeks
  - Complex care consolidation – 2 weeks

## 2. Clinical & Procedural Skills MPAS 811 , 821, 831

- 3-6 hours/week
- Procedural skills linked with current learning block
  - i. Term 1 - Blood and the immune system/Cardiovascular/Pulmonary (ENT) /Kidney and Urinary tract
  - ii. Term 2 – Endocrine, Reproduction and sexual health/GI and nutrition, dermatology
  - iii. Term 3 - Musculoskeletal/rheumatology, Neuro, ophthalmology and mental health, complex care consolidation
- Requires access to simulation space/CLRC
  - Clinical assessment area
  - Simulation suites
  - Clinical procedure area
- History taking and Physical Exams
- Medical communication skills
- Patient partners/standardized patients
- Imaging interpretation and POCUS
- Early clinical exposure (longitudinal observerships or discipline/unit specific observerships – hospital or community based)
- Integration of EMR/patient charting
- PPE donning/doffing; scrub session
- Casting, suturing, venipuncture, phlebotomy, airway management, etc.
- ACLS, simulation
- Evaluation: simulated patient encounters, OSCE, simulations

## 3. PA professional practice MPAS 812, 822, 832

- Opportunities for national collaboration (“Canadian Association for Physician Assistant Educators”)
- Opportunities for flipped lectures, in-class debates, current topics in medicine
- Professional practice
  - i. 2-3 hours weekly
  - ii. Delivered as large group sessions with opportunities for small group work/group discussions – virtual or in person
  - iii. Professionalism, history of the PA Profession, evolution of PAs in Canada, patient confidentiality, knowledge translation, understanding health professional regulation, navigating the supervisory relationship (PA-MD)
  - iv. Includes: Indigenous health, patient safety, medical ethics, population health, preventative medicine, medicine and humanities, patient engagement, AI in medicine, global health, occupational health and safety, consent and capacity, health systems navigation, etc.
  - v. Interprofessional opportunities
- Term 1 – professionalism/history of profession
- Term 2 – patient confidentiality, ethics
- Term 3 – navigating supervisory relationship

- All topics to be taught in all three terms, weaving of topics throughout the year (potentially aligned with clinical learning topics)

#### 4. Research & Evidence Based Medicine – seminar series (2-3 hours/biweekly) - runs through both terms MPAS 801, 802

- Graduate component with emphasis on QI/QA capstone project
- Introduction to research methodology
- QI/QA/QIPS
- Evidenced based research and clinical decision making
- Identification of a research question or project
- Literature review and research methodology
- Data collection, analysis, and presentation
- Runs longitudinally over Y1 and Y2
- Must meet College of Graduate Studies requirements
- Requirements -
  - i. GPS 960 – Introduction to Ethics and Integrity
  - ii. GPS 961 – Ethics and Integrity in Human Research

#### 5. Clerkship Curriculum Components MPAS 901

- Rotational
- Students per block – 5 blocks of 4
- Rotations (48 weeks)
  - 1 week – transition/orientation to PA clinical placements (workshops, safety courses, orientation, ID and proxy/admin)
  - Family Medicine/Primary Care (rural) - at least four weeks rural, 8 weeks total
  - Pediatrics – 4 weeks
  - Women’s Health – 4 weeks
  - Emergency – 4 weeks
  - Internal Medicine – 6 weeks
  - Surgery (includes General Surgery, orthopedics and other surgical disciplines) - 6 weeks
  - Psychiatry / Mental Health and Addictions – 6 weeks
  - Research time – 1 day per month for research work (independent)
  - Academic day – 1 day per month (virtual and in-person, special topics, sims, assessments)
  - Electives (8 weeks)
    - 2 weeks Social Accountability / Indigenous Health
    - 2 weeks Open elective
      - Potential areas: anesthesia, critical care, palliative care, men’s health, medical/surgical subspecialties
    - Senior elective: 4 weeks – workplace liaison/practice opportunity/career exploration; presentation of research project during the senior elective time (near the end of the program)
  - Final week: Final assessments, research presentations, remediation if required

**Additional Links**

<https://capa-acam.ca/become-a-physician-assistant/epa-pa-competency-framework-ncp-2021>

## Sample week schedule

### Sample Week for Year One

September 2025

Hours	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9 AM - 10 AM		Medical Foundations	Medical Foundations	PA Professional Practice	Medical Foundations	Medical Foundations	
10 AM - 11 AM		Medical Foundations	Medical Foundations	PA Professional Practice	Medical Foundations	Medical Foundations	
11 AM - 12 PM		Medical Foundations	Medical Foundations	PA Professional Practice	Medical Foundations	Medical Foundations	
12 PM - 1 PM							
1 PM - 2 PM		Clinical Skills	Clinical Skills	Research	Clinical Skills		
2 PM - 3PM		Clinical Skills	Clinical Skills	Research	Clinical Skills		
3 PM - 4PM		Clinical Skills	Clinical Skills	Research	Clinical Skills		

Medical Foundations: 15 credit units / term

Clinical Skills: 11 credit units / term

PA Professional Practice: 3 credit units / term

Research and Evidence Based Medicine: 3 credit units / term

## Clinical Rotation Schedule (Year 2)

		September 2026									January 2027																	August 2027																								
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51
Block 1	Student 1	Family Medicine									Emergency Medicine			Women's health			Internal medicine									Psychiatry / Mental Health / Addictions			Pediatrics			Elective	Surgery			Elective	Elective															
	Student 2	Family Medicine									Emergency Medicine			Women's health			Internal medicine									Psychiatry / Mental Health / Addictions			Pediatrics			Elective	Surgery			Elective	Elective															
	Student 3	Family Medicine									Emergency Medicine			Women's health			Internal medicine									Psychiatry / Mental Health / Addictions			Pediatrics			Elective	Surgery			Elective	Elective															
	Student 4	Family Medicine									Emergency Medicine			Women's health			Internal medicine									Psychiatry / Mental Health / Addictions			Pediatrics			Elective	Surgery			Elective	Elective															
Block 2	Student 1	Emergency Medicine			Women's health			Family Medicine						Surgery									Internal medicine			Elective	Elective	Pediatrics			Psychiatry / Mental Health / Addictions			Elective																		
	Student 2	Emergency Medicine			Women's health			Family Medicine						Surgery									Internal medicine			Elective	Elective	Pediatrics			Psychiatry / Mental Health / Addictions			Elective																		
	Student 3	Emergency Medicine			Women's health			Family Medicine						Surgery									Internal medicine			Elective	Elective	Pediatrics			Psychiatry / Mental Health / Addictions			Elective																		
	Student 4	Emergency Medicine			Women's health			Family Medicine						Surgery									Internal medicine			Elective	Elective	Pediatrics			Psychiatry / Mental Health / Addictions			Elective																		
Block 3	Student 1	Psychiatry / Mental Health / Addictions			Pediatrics			Internal medicine						Elective	Emergency Medicine			Surgery			Elective	Women's health			Family Medicine						Elective																					
	Student 2	Psychiatry / Mental Health / Addictions			Pediatrics			Internal medicine						Elective	Emergency Medicine			Surgery			Elective	Women's health			Family Medicine						Elective																					
	Student 3	Psychiatry / Mental Health / Addictions			Pediatrics			Internal medicine						Elective	Emergency Medicine			Surgery			Elective	Women's health			Family Medicine						Elective																					
	Student 4	Psychiatry / Mental Health / Addictions			Pediatrics			Internal medicine						Elective	Emergency Medicine			Surgery			Elective	Women's health			Family Medicine						Elective																					
Block 4	Student 1	Women's health			Internal medicine			Surgery						Psychiatry / Mental Health / Addictions			Elective	Family Medicine						Emergency Medicine			Elective	Pediatrics			Elective																					
	Student 2	Women's health			Internal medicine			Surgery						Psychiatry / Mental Health / Addictions			Elective	Family Medicine						Emergency Medicine			Elective	Pediatrics			Elective																					
	Student 3	Women's health			Internal medicine			Surgery						Psychiatry / Mental Health / Addictions			Elective	Family Medicine						Emergency Medicine			Elective	Pediatrics			Elective																					
	Student 4	Women's health			Internal medicine			Surgery						Psychiatry / Mental Health / Addictions			Elective	Family Medicine						Emergency Medicine			Elective	Pediatrics			Elective																					
Block 5	Student 1	Pediatrics			Emergency Medicine			Psychiatry / Mental Health / Addictions			Elective	Family Medicine						Women's health			Surgery			Elective	Internal medicine			Elective																								
	Student 2	Pediatrics			Emergency Medicine			Psychiatry / Mental Health / Addictions			Elective	Family Medicine						Women's health			Surgery			Elective	Internal medicine			Elective																								
	Student 3	Pediatrics			Emergency Medicine			Psychiatry / Mental Health / Addictions			Elective	Family Medicine						Women's health			Surgery			Elective	Internal medicine			Elective																								
	Student 4	Pediatrics			Emergency Medicine			Psychiatry / Mental Health / Addictions			Elective	Family Medicine						Women's health			Surgery			Elective	Internal medicine			Elective																								

**Research Capstone Project (1 day every four weeks)**

**Academic Day (1 day every four weeks)**

Course Code      MPAS 810, 820, 830      MPAS 811, 821, 831      MPAS 812, 822, 832      MPAS 801, 802

Academic Term (Semestered) Courses

Longitudinal (across 2 years)

YEAR 1		MF I Units	Clinical Skills & Procedures I	PA Professional Practice I	Research in Medicine Seminar - Academic Term 1
Semester/Term 1: Sept - Dec 2025	Week				
	1	<b>Unit 1: Blood &amp; Immunity</b>	Intro to Clinical Skills & History Taking	History of the PA Profession	Project Library Research 101 Introduction to Evidence Based Medicine (EBM) Research Methods PA Research in Canada  Submission of Research Topic (mentor selection)
	2		Introduction to Physical Examinations	Public Health	
	3		Host Defence: Clinical Assessment (ID)	Vaccinations and Public Policy	
	4		Host Defence: Clinical Assessment (Heme)	Canadian Blood Supply & Treatment Refusal	
	5	<b>Unit 2: Cardiology, Respirology, &amp; ENT</b>	IPAC/Donning/Doffing PPE	Canadian Healthcare System	
	6		Resp/Cardio Exam I	Canadian Legal System & Medical Negligence	
	7		Resp/Cardio Exam II	Protecting Confidentiality	
	8		Resp/Cardio Exam III	Consent & Law	
	9		EKG interpretation	Provider Wellness	
	10		Imaging - CXR, ECHO, etc.	Professional Identity as a PA	
	11		ENT Exam I	Role of Caregivers	
	12		ENT Exam II	Systems Approach to Patient Safety	
	13	<b>Unit 3: Kidney &amp; Urinary Tract</b>	Intro to abdo exam, focused renal exam - GU	Prescription Drugs in Canada	
	14			Introduction to Health Advocacy	
	15			Introduction to Global Health	
16	Medical charting & documentation		<i>Exam and Assessment</i>		
Week		<b>MF II Units</b>	<b>Clinical Skills &amp; Procedures II</b>	<b>PA Professional Practice II</b>	<b>Research in Medicine Seminar - Academic Term 2</b>
Semester/Term 2: Jan - April 2026	17	<b>Unit 1: Endocrinology</b>	Management	Social Determinants of Health	Conducting a Literature Review Research Ethics Introduction to Epidemiology Introduction to Health Management/Leadership  Submission of literature review
	18			Chronic Disease Prevention and Management	
	19				
	20	<b>Unit 2: Reproduction &amp; Sexual Health</b>		Screening and diagnostic test results	
	21			Reproductive Choices & Ethics	
	22			Social and Clinical Aspects of Prenatal Screening	
	23			Infant Feeding & Health Outcomes	
	24			Child & Adolescent Development	
	25	<b>Unit 3: GI &amp; Nutrition</b>		Trauma Informed Care	
	26			Intimate Partner Violence	
	27			Behavior Change for Prevention & Wellness	
	28			Obesity & Stigma	
	29			Disclosure of Adverse Events and Medical Errors	
	30			Health Professional Regulation & Collaborative Care	
	31			Telemedicine	
	32	<b>Unit 4: Dermatology</b>	Skin Skin - procedures	<i>Exam and Assessment</i>	
Week		<b>MF III Units</b>	<b>Clinical Skills &amp; Procedures III</b>	<b>PA Professional Practice III</b>	<b>Research in Medicine Seminar - Academic Term 3</b>
Semester/Term 3: May - Aug 2026	33	<b>Unit 1: MSK &amp; Rheumatology</b>	Focused MSK Exam - UE	Understanding and Managing Pain	Evidence Based Guidelines for Clinical Practice Clinical Decision Making
	34			Physical Disability	
	35			Fall Prevention, Patient Mobility & Transfers	
	36	<b>Unit 2: Neurology &amp; Ophthalmology</b>		Social Identities & Health (EDIIA)	
	37			Caring for LGBTQIA2S+	
	38			Migrant and Refugee Health	
	39			Prison Health & Incarcerated Populations	
	40			Indigenous Health in Canada	
	41			Occupational Health	
	42			Mental Health Systems & Collaborative Care	
	43			Mental Health Ethics and Law: Consent & Capacity	
	44			Emotions and Health	
43	<b>Unit 3: Mental Health/Brain &amp; Behavior</b>	Focused Physical Exams (newborn, child)			
44		Documenting developmental milestones			



Sei	45		Introduction to Psychiatry Hx and Exams	Managing Substance Use Disorders	
	46		Psych Hx and Ix	Improving Communications in Transitioning Care	
	47	<b>Unit 4: Complex Care Consolidation</b>	Integration & Skills review	Continuum of Care	
	48		Final OSCE	End of Life Care: Medicolegal Aspects & MAiD	Submission of Methods Outline/Research Ethics
<b>YEAR 2</b>		Clinical Experiences MPAS 900			<b>Research in Medicine Seminar- Academic Term 4</b>
Semester/Term 4: Sept - Dec 2026	1	Family Medicine (4 weeks)			Introduction to Healthcare Management
	2				Introduction to Quality Improvement
	3				
	4				
	5	Rural Family Medicine (4 weeks)			
	6				
	7				
	8				
	9	Pediatrics (4 weeks)			
	10				
	11				
	12				
	13	Womens Health (4 weeks)			
	14				
	15				Submission of Project Update/Progress Summary
	16				<b>Research in Medicine Seminar - Academic Term 5</b>
Semester/Term 2: Jan - April 2027	17	Emergency Medicine (4 weeks)			Wait List Management in Health Care
	18				Caring about Quality in HealthCare
	19				Resource Stewardship
	20				
	21	Mental Health & Substance Use Health (6 weeks)			
	22				
	23				
	24				
	25	Surgery + Surgical Selective (4 +2 weeks)			
	26				
	27				presentations
	28				presentations
29	Internal Medicine & Selective (4 + 2 weeks)				
30					
31					
32				<b>Research in Medicine Seminar - Academic Term 6</b>	
Semester/Term 3: May - Aug 2027	33	Internal Medicine & Selective (4 + 2 weeks)			HHR Research
	34				Integrating life-long learning and scholarship as a PA
	35				
	36				
	37	Electives (8 weeks): 2 week elective + 2 week social accountability elective + 4 week senior elective (transition to practice)			
	38				
	39				
	40				
	41				
	42				
	43				
	44				Transition to Practice: Negotiating PA Employment
	45				Prep session for National Certification Exam

	46		
	47	Final OSCE	Submission of Final Research Project/Paper/Presentation
	48		

# Curriculum Map

Course Name

Course Number

			Year 1				Year 2	
			Medical Foundations	Clinical Skills & Procedures	PA Professional Practice	Research in Medicine	Core Clinical and Elective Rotations	Research in Medicine
			MPAS 810, 820, 830	MPAS 811, 821, 831	MPAS 812, 822, 832	MPAS 801	MPAS 900	MPAS 802
EPAs	CanMEDS PA							
Practices patient-focused, safe, ethical, professional, and culturally competent medical care across the healthcare continuum.	Communicator	1, 2, 3, 4	X	X	X	X	X	X
	Health Advocate	1, 2		X	X		X	X
	Professionalism	1, 2, 3, 4	X	X	X	X	X	X
Obtains histories and performs physical examinations, demonstrating the clinical judgement appropriate to the clinical situation.	Medical Expert	1, 2, 3, 4, 5, 6	X	X			X	
Formulates clinical questions and gathers required clinical evidence to advance patient care and communicates those results to the patient and medical team.	Medical Expert	1, 2, 3, 4, 5, 6	X	X			X	
	Collaborator	1, 2, 3	X	X			X	
	Communicator	1, 2, 3, 4, 5		X			X	
	Leadership	1, 2, 3	X		X		X	
Formulates and prioritizes comprehensive differential diagnoses.	Medical Expert	1, 2, 3, 4, 5, 6	X	X			X	
	Communicator	2, 3, 5	X	X			X	
Develops and implements patient-centered, evidence-based treatment plans within the formalized physician, clinical team and caregiver relationship.	Medical Expert	1, 2, 3, 4, 5, 6	X	X			X	
	Collaborator	1, 2, 3	X	X			X	
	Communicator	1, 2, 3, 4, 5	X	X			X	
	Leadership	1, 2, 3	X	X			X	
Accurately documents the clinical encounter incorporating the patient's goals, caregiver goals, decision-making, and reports into the clinical record.	Medical Expert	1, 2, 3, 4, 5, 6	X	X			X	
	Collaborator	1, 2, 3		X			X	
	Communicator	1, 2, 3, 4, 5	X	X			X	
	Leadership	1, 2, 3	X				X	
Collaborates as a member of an inter-professional team in all aspects of patient care including transition of care responsibility.	Medical Expert	6		X	X		X	
	Advocate	1, 2	X	X	X		X	
Recognizes a patient requiring immediate care, providing the appropriate management and seeking help as needed.	Medical Expert	1, 2, 3, 4, 5, 6	X	X			X	
	Scholar	2					X	
Plans and performs procedures and therapies for the assessment and the medical management appropriate for general practice.	Medical Expert	5	X	X	X		X	
	Professional	1, 4		X			X	
Engages and educates patients on procedures, disease management, health promotion, wellness, and preventive medicine.	Medical Expert	6	X	X	X		X	X
	Advocate	1, 2	X	X	X	X	X	X
	Communicator	1, 2, 3, 4	X	X	X		X	X
Recognizes and advocates for the patient concerning cultural, community, and social needs in support of positive mental and physical wellness.	Communicator	1, 2, 3, 4		X	X		X	
	Advocate	1, 2	X	X	X		X	

Integrates continuing professional and patient quality improvement, life-long learning, and scholarship.	Scholar	1, 2, 3	X		X	X		X
	Professional	1, 2, 3, 4			X	X	X	X

## Master of Physician Assistant Studies

### Admission Requirements

- A four-year undergraduate degree, or equivalent, from a recognized college or university, awarded prior to entry into the program.
- A cumulative weighted average of at least a 75% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Must be a Canadian citizen or permanent resident of Canada
- Language Proficiency Requirements: Proof of English proficiency may be required for applicants to graduate programs. Proof of English proficiency may be demonstrated through:
  - A minimum of three consecutive years of full-time study or completion of a graduate degree at a recognized post-secondary institution, where the exclusive language of instruction and examination of the program and/or institution is English; or
  - Provision of evidence of English language proficiency, using one of the approved tests listed in the [English Language Proficiency Policy](#).
- Demonstration of full course load (30 credit units in a year) in at least two years of undergraduate degree, one of these two years needs to be included in the last sixty credit units. Exceptions may be considered.
- Completion of 3 credit units in each of the following areas, with a minimum grade of 75%:
  - Indigenous Studies ([list of approved courses](#) or Indigenous Canada MOOC)
  - Human anatomy
  - Human Physiology

Additional coursework in the following areas is highly recommended, but not required: biochemistry, microbiology, genetics, psychology, statistics

For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies [Academic Policies](#) for more information.

## **Degree Requirements**

A minimum total of 141 credit units are required to complete this program. Students must maintain continuous registration in MPAS 801 in year 1 and MPAS 802 in year 2.

- GPS 960.0 Introduction to Ethics and Integrity
- GPS 961.0 Ethics and Integrity in Human Research

### **Year 1: Clinical Sciences**

- MPAS 801.3 Research and Evidence Based Medicine I

#### Module 1

- MPAS 810.15 Medical Foundations I
- MPAS 811.11 Clinical & Procedural Skill I
- MPAS 812.3 Physician Assistant Professional Practice I

#### Module 2

- MPAS 820.15 Medical Foundations II
- MPAS 821.11 Clinical & Procedural Skill II
- MPAS 822.3 Physician Assistant Professional Practice II

#### Module 3

- MPAS 830.15 Medical Foundations III
- MPAS 831.11 Clinical & Procedural Skill III
- MPAS 832.3 Physician Assistant Professional Practice III

### **Year 2: Clinical Rotations**

- MPAS 802.3 Research and Evidence Based Medicine II
- MPAS 900.48 Physician Assistant Clinical Experiences



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: College of Medicine
- 1.2 Department with academic authority: N/A
- 1.3 Term from which the course is effective: 202509

2. Information required for the Catalogue

- 2.1 Label & Number of course: MPAS 810 (820, 830)
- 2.2 Academic credit units: 15 cu / term
- 2.3 Course Long Title (maximum 100 characters):  
Master of Physician Assistant Studies – Medical Foundations I (II, III)

Course Short Title (maximum 30 characters):  
MPAS Medical Foundations I (II, III)

- 2.4 Total Hours: 

Lecture	Seminar	Lab	Tutorial	Other
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- 2.5 Weekly Hours: 

6-12 hours/week Lecture	Seminar	Lab	Tutorial	Other
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- 2.6 Term in which it will be offered: 

T1	T2	T1 or T2	T1 and T2
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**Other term: T3**
- 2.7 Prerequisite: none

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 provide students with the knowledge and skills to integrate applied basic sciences (anatomy, physiology, pharmacology, microbiology) with clinical sciences to completely diagnose and treat numerous conditions and pathologies.

- 2.9 Do you allow this course to be repeated for credit? In those students that are not successful with their first attempt, they will have opportunities to remediate the course and receive credit.

3. Please list rationale for introducing this course:

This course is required by students enrolled in the new masters of physician assistant studies program. This course provides fundamental knowledge in medical foundations and will ensure students meet key learning objectives required to complete the program and be successful in their clinical experiences and career.

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

These are adapted from the USask UGME program:

1. Explain the pathogenesis and pathophysiology of the subject conditions, with reference to the divergence from normal anatomy, histology and/or physiology.
2. Generate reasonable differential diagnoses and evidence-based management plans.
3. Select and interpret appropriate evidence-based investigations.
4. Develop an evidence informed approach to health promotion, illness prevention and disease screening for healthy and at-risk populations.

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) N/A

Were any other departments asked to review or comment on the proposal? Undergraduate Medical Education – Associate Dean and Assistant Dean, Curriculum, have reviewed the course framework. Consultations have been completed with the College of Nursing and the College of Pharmacy and Nutrition.

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? N/A

6.2 Courses for which this course will be a prerequisite? MPAS 900

6.3 Is this course to be required by your majors, or by majors in another program? No

7. **Course outline**

- Term 1: Blood and the immunity/Cardiovascular/Pulmonary/ENT/Kidney and Urinary tract
  - Blood and immunity– 4 weeks
  - Cardio/Pulmonary/ENT - 8 weeks
  - Kidney and Urinary tract – 4 weeks
- Term 2: Endocrine, Reproduction and sexual health/GI and nutrition, dermatology
  - Endocrine – 4 weeks
  - Reproduction and Sexual health – 5 weeks
  - GI and nutrition – 5 weeks
  - Dermatology – 2 weeks
- Term 3: Musculoskeletal/rheumatology, Neuro, ophthalmology and mental health, complex care consolidation
  - Musculoskeletal / rheumatology - 5 weeks
  - Neuro / Ophthalmology – 5 weeks
  - Mental health – 4 weeks
  - Complex care consolidation – 2 weeks



8. **Enrolment**

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

20

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.)

Each module will be assessed through formative and summative assessments. Team-based learning modules will assess objectives and these quizzes will be completed individually and then in teams. There will be a final examination for each module. A comprehensive examination encompassing each module in the term and cumulatively as time goes on will also be delivered.

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

10. **Required text**

Include a bibliography for the course.

11. **Resources**

11.1 Proposed instructor: Unknown at this time, we anticipate multiple faculty members will teach, including those in the basic sciences. We also will incorporate guest speakers, flipped classroom environments and virtual lectures as well as in-person team-based learning activities.

11.2 How does the department plan to handle the additional teaching or administrative workload? We have requested a budget to hire additional administrative and teaching faculty for this program. We will incorporate non-MDs to teach certain aspects of the course, encouraging a multidisciplinary lens in the course.

11.3 Are sufficient library or other research resources available for this course? Yes

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? No

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? No. (use tuition category)

TC31

12.2 Does this course require non-standard fees, such as materials or excursion fees? No. 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>

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## **Detailed Course Information**

### **1. Schedule Types**

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

<b>Code</b>	<b>Description</b>	<b>Code</b>	<b>Description</b>
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
<b>LEC</b>	<b>Lecture</b>	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: N/A**

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: N/A

**\*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: N/A**

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: N/A

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

**6. Additional Notes:**



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: College of Medicine
- 1.2 Department with academic authority: N/A
- 1.3 Term from which the course is effective: 202509

2. Information required for the Catalogue

- 2.1 Label & Number of course: MPAS 811 (821, 831)
- 2.2 Academic credit units: 11 cu / term
- 2.3 Course Long Title (maximum 100 characters):  
Master of Physician Assistant Studies - Clinical & Procedural Skills I (II, III)

Course Short Title (maximum 30 characters):  
MPAS Clin Prod Skills I (II, III)

- 2.4 Total Hours:  Seminar  Tutorial Other
- 2.5 Weekly Hours:  Seminar  Tutorial Other
- 2.6 Term in which it will be offered: T1 T2 T1 or T2
- 2.7 Prerequisite: none

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 provide students with knowledge and skills to deliver clinical care in simulated and real clinical environments. History taking and physical examination skills, communication skills and clinical assessments will be emphasized. Students will learn the procedural skills that are required of physician assistants working in a variety of clinical environments through hands on simulators and models.

2.9 Do you allow this course to be repeated for credit? Students that are not successful in the course will have an opportunity to remediate the course for credit.

3. Please list rationale for introducing this course:

This course is required by students enrolled in the new masters of physician assistant studies program. This course provides fundamental knowledge and hands on training in clinical and procedural skills to ensure students meet the key learning objectives required to complete the program and be successful in their clinical experiences and career.

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

These learning objectives were adapted from the USask UGME Clinical Skills course.

1. Establish ethical relationships with patients characterized by understanding and empathy.
2. Demonstrate effective communication and collaboration.
3. Conduct patient-centered interviews that apply principles of cultural safety.
4. Perform multiple physical examination skills based on the patient's presenting problem in an orderly and efficient manner, demonstrating respect and sensitivity to patient comfort.
5. Present a concise verbal summary of the patient's medical history, disease and illness experience, and physical examination findings.
6. Record findings from a completed history and physical examination into an appropriate format and provide an assessment and management plan.
7. Practice and develop numerous procedural skills required on physician assistants in the clinical environment.
8. Exhibit professional behaviors in interactions with patients, fellow colleagues, and healthcare team members.

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) N/A

Were any other departments asked to review or comment on the proposal? Undergraduate Medical Education – Associate Dean and Assistant Dean, Curriculum, have reviewed the course framework. Consultations have been completed with the College of Nursing and the College of Pharmacy and Nutrition.

6. **Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? N/A

6.2 Courses for which this course will be a prerequisite? MPAS 900

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

7. **Course outline**

- Procedural skills linked with current learning block
  - i. Term 1 - Blood and the immune system/Cardiovascular/Pulmonary (ENT) /Kidney and Urinary tract
  - ii. Term 2 – Endocrine, Reproduction and sexual health/GI and nutrition, dermatology
  - iii. Term 3 - Musculoskeletal/rheumatology, Neuro, ophthalmology and mental health, complex care consolidation

**MPAS 811**

- Intro to clinical skills and history taking
- Introduction to physical examinations and surface anatomy

- Host defense: Clinical assessment (ID, Heme)
- IPAC, donning, doffing PPE
- EKG interpretation
- Imaging – CXR, Point of Care US
- Medical charting and documentation
- Procedural Skills: IV insertion, venipuncture, airway management, chest tube insertion, foley catheter insertion, suturing

**MPAS 821**

- Assessment of the pregnant patient, neonate and children
- Medical communication & sexuality, contraception counseling
- Taking a sensitive history and sensitive examination skills (DRE, bimanual examination)
- In-depth abdominal exam and differential diagnosis of abdominal pain and masses based on quadrant
- Approach to skin disorders
- Procedural Skills: pap smear, IUD insertion, paracentesis, skin procedures/biopsy, local anesthetic infiltration and blocks

**MPAS 831**

- Focused MSK exam – Upper extremity, Lower extremity, Back
- Neurology exams
- Ophthalmology exams: approach to eye health and disorders
- Focused pediatric history - developmental milestones
- Introduction to psychiatry history and exams
- Procedural Skills: casting/splinting, joint aspiration and injections, lumbar puncture, slit lamp examination
  
- Requires access to simulation space/CLRC
  - Clinical assessment area
  - Simulation suites
  - Clinical procedure area

**8. Enrolment**

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

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.)

Formative assessments and summative assessment via OSCEs

- 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?

**10. Required text**

Include a bibliography for the course.

**11. Resources**

11.1 Proposed instructor: Unknown, will incorporate both MD and non-MD clinical instructors.

11.2 How does the department plan to handle the additional teaching or administrative workload? This program has been sufficiently resourced and will be collaborating with other health science colleges to ensure fair access to the CLRC and other facilities used by other health sciences students

11.3 Are sufficient library or other research resources available for this course? Yes

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? Simulation and clinical skills space (CLRC) required

**12. Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category)

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>

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**Detailed Course Information**

**1. Schedule Types**

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

<b>Code</b>	<b>Description</b>	<b>Code</b>	<b>Description</b>
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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
<b>LL</b>	<b>Lecture/Laboratory</b>	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: N/A

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: N/A

**\*Please note:** If the equivalent courses carry an UNEQUAL number of credit units, DegreeWorks will automatically enforce the following, unless otherwise stated: N/A



- 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: N/A**

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: N/A

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

**6. Additional Notes:**

Updated 2022



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: College of Medicine
1.2 Department with academic authority: N/A
1.3 Term from which the course is effective: 202509

2. Information required for the Catalogue

- 2.1 Label & Number of course: MPAS 812 (822, 832)
2.2 Academic credit units: 3 cu / term
2.3 Course Long Title (maximum 100 characters): Physician Assistant Professional Practice I (II, III)

Course Short Title (maximum 30 characters): MPAS Professional Practice I (II, III)

- 2.4 Total Hours: Lecture Seminar Lab Tutorial Other
2.5 Weekly Hours: 2-3 hours weekly Lecture Seminar Lab Tutorial Other
2.6 Term in which it will be offered: T1 T2 T1 or T2 T1 and T2
Other term: T3 (Spring and Summer)
2.7 Prerequisite: none

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 will provide learners with the knowledge, skills and attitudes necessary to be a healthcare professional and a member of the multidisciplinary healthcare team. Through guest lectures, flipped lectures, in-class debates, current topics in medicine and interprofessional education opportunities, students will learn: the tenants of the Canadian healthcare system, the legal and ethical frameworks that guide clinical care, and role of the physician assistant in the Canadian healthcare system. Leadership training, conflict resolution and systems thinking will be integrated into the course.

- 2.9 Do you allow this course to be repeated for credit? Students that are not successful in the course will have an opportunity to remediate the course for credit.

3. Please list rationale for introducing this course:

This course is required by students enrolled in the new masters of physician assistant studies program. This course provides fundamental knowledge, skills and attitudes necessary to practice as a physician assistant in the Canadian healthcare system. Students will have to meet the key learning objectives required to complete the program, which is critical in order to be successful in their clinical experiences and future career.

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

These objectives are adapted from the USask UGME Medicine and Society Course

1. Describe the basis, structure, function and financing of health care in Canada.
2. Discuss the role of community, social services and advocacy organizations in health care.
3. Discuss challenges for specific populations including indigenous peoples within the Canadian Health Care System.
4. Describe principles and applications of health resource stewardship.
5. Discuss current ethical, regulatory and legal aspects of health care, including the role of the physician assistant and the tenants of the physician-physician assistant supervisory relationship.
6. Explain the relationships between physician assistants, members of the healthcare team, their organizations, the health care system and society at large.
7. Apply systems thinking to current healthcare controversies and problems
8. Develop leadership and conflict-resolution skills

**MPAS 812**

- History of the PA profession
- Public Health, vaccinations and public policy
- Canadian blood supply, treatment refusal
- Canadian healthcare system, legal system and medical negligence
- Protecting confidentiality; consent and law
- Provider wellness, professional identity as a PA
- Role of caregivers
- Systems approach to patient safety
- Prescription drugs in Canada
- Introduction to health advocacy
- Introduction to global health

**MPAS 822**

- Social determinants of health
- Chronic disease prevention and management
- Screening and diagnostic test results
- Reproductive choices and ethics
- Infant feeding and health outcomes
- Child and adolescent development
- Trauma informed care
- Intimate partner violence
- Behavior change for prevention and wellness
- Obesity and stigma

- Disclosure of adverse effects and medical errors
- Health profession regulation and collaborative care
- Telemedicine

#### **MPAS 832**

- Understanding and managing pain
- Physical disability
- Fall prevention, patient mobility and transfers
- Social identity and health
- Caring for LGBTQIA2S+
- Migrant and refugee health
- Prison health and incarcerated populations
- Indigenous Health in Canada
- Occupational health
- Mental health systems and collaborative care
- Mental health ethics and law: consent and capacity
- Emotions and health
- Managing substance use disorders
- Improving communications in transitioning care
- Continuum of care
- End of life care: Medicolegal aspects and MAiD

#### **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) N/A

Were any other departments asked to review or comment on the proposal? Undergraduate Medical Education – Associate Dean and Assistant Dean, Curriculum, have reviewed the course framework. Consultations have been completed with the College of Nursing and the College of Pharmacy and Nutrition.

#### **6. Other courses or program affected** (please list course titles as well as numbers)

6.1 Courses to be deleted? N/A

6.2 Courses for which this course will be a prerequisite? MPAS 900

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

#### **7. Course outline**

**The following are topics to be covered in each term. Leadership and systems thinking approaches will be weaved throughout the course.**

#### **MPAS 812**

- History of the PA profession
- Public Health, vaccinations and public policy
- Canadian blood supply, treatment refusal
- Canadian healthcare system, legal system and medical negligence

- Protecting confidentiality; consent and law
- Provider wellness, professional identity as a PA
- Role of caregivers
- Systems approach to patient safety
- Prescription drugs in Canada
- Introduction to health advocacy
- Introduction to global health

#### **MPAS 822**

- Social determinants of health
- Chronic disease prevention and management
- Screening and diagnostic test results
- Reproductive choices and ethics
- Infant feeding and health outcomes
- Child and adolescent development
- Trauma informed care
- Intimate partner violence
- Behavior change for prevention and wellness
- Obesity and stigma
- Disclosure of adverse effects and medical errors
- Health profession regulation and collaborative care
- Artificial intelligence in medicine and telemedicine

#### **MPAS 832**

- Understanding and managing pain
- Physical disability
- Fall prevention, patient mobility and transfers
- Social identity and health
- Caring for LGBTQIA2S+
- Migrant and refugee health
- Prison health and incarcerated populations
- Indigenous Health in Canada
- Occupational health
- Mental health systems and collaborative care
- Mental health ethics and law: consent and capacity
- Emotions and health
- Managing substance use disorders
- Improving communications in transitioning care
- Continuum of care
- End of life care: Medicolegal aspects and MAiD

#### **8. Enrolment**

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

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.)

Groups projects, interprofessional activities, short written assignments and reflections, case studies.  
Final examination for each term.

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

## 10. Required text

Include a bibliography for the course.

## 11. Resources

11.1 Proposed instructor: Unknown at this time, will incorporate a multidisciplinary group of instructors from multiple backgrounds and a course coordinator.

11.2 How does the department plan to handle the additional teaching or administrative workload? We have budget to hire staff and support them

11.3 Are sufficient library or other research resources available for this course? Yes

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? No

## 12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category)

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>

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## Detailed Course Information

### 1. Schedule Types

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

<b>Code</b>	<b>Description</b>	<b>Code</b>	<b>Description</b>
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	<b>SEM</b>	<b>Seminar</b>
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: N/A**

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: N/A

**\*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: N/A**

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: N/A

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

**6. Additional Notes:**

Updated 2022





1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: College of Medicine
- 1.2 Department with academic authority: N/A
- 1.3 Term from which the course is effective: 202509

2. Information required for the Catalogue

- 2.1 Label & Number of course: MPAS 801 (802)
- 2.2 Academic credit units: 3 credit units / term
- 2.3 Course Long Title (maximum 100 characters):  
Research and Evidence-based Medicine

Course Short Title (maximum 30 characters):  
MPAS Research Seminar

2.4 Total Hours:    Lecture    Seminar    Lab    Tutorial    Other

2.5 Weekly Hours:    Lecture    Seminar    Lab    Tutorial    Other  
**2-3 h / biweekly**

2.6 Term in which it will be offered:    T1    T2    T1 or T2    **T1 and T2**  
**Other term: T3 (Spring and Summer) - this is a longitudinal course that runs throughout the entire 2 year program**

2.7 Prerequisite: none

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 intended to introduce the learner to research methodologies and approaches based on a research question. There will be a focus on quality improvement / quality assurance in clinical medicine and how data can inform clinical decision-making. The tenants of evidence-based medicine, informatics and an approach to literature appraisal will be covered. This course runs longitudinally over the entire MPAS program and will culminate in a capstone project that incorporates a research question, literature review, discussion of research methods, and data collection, analysis and presentation of the capstone project.

- 2.9 Do you allow this course to be repeated for credit? Students that are not successful in this course will have an opportunity to remediate the course and obtain credit.

**3. Please list rationale for introducing this course:**

This course is required by students enrolled in the new masters of physician assistant studies program. This course provides fundamental knowledge and skills in informatics, critical appraisal and research methodologies, focusing on quality improvement. Students will apply their knowledge by completing a research project by the end of the program.

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

- Describe and differentiate between various research methodologies commonly used in healthcare research, including observational studies, experimental studies, qualitative research, and systematic reviews/meta-analyses.
- Develop skills to critically appraise medical literature, including assessing study design, methodological rigor, statistical analysis, and potential sources of bias or confounding.
- Apply principles of evidence-based medicine (EBM) to clinical decision-making, including formulating focused clinical questions, searching for and evaluating evidence, and integrating evidence with patient values and preferences.
- Demonstrate proficiency in conducting effective literature searches using the principles of informatics, such as using online databases such as PubMed/MEDLINE, Cochrane Library, and other relevant sources to identify high-quality evidence relevant to clinical practice.
- Interpret basic statistical measures commonly encountered in medical literature, including measures of central tendency, variability, confidence intervals, p-values, and effect sizes, to assess the strength and relevance of study findings.
- Communicate research findings effectively, including summarizing study findings, discussing implications for clinical practice, and conveying the level of evidence and potential limitations associated with research studies.
- Apply course concepts to a research project requiring formulation of a research question, literature review, selection of appropriate methods and instruments, data collection and analysis, reviewing results and discussing pertinent findings and implications to a broader audience.
- Present research findings to colleagues and fellow scholars.

**5. Are the programs of other departments or Colleges affected by this course? No**

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

Were any other departments asked to review or comment on the proposal?

Undergraduate Medical Education – Associate Dean and Assistant Dean, Curriculum, have reviewed the course framework. Consultations have been completed with the College of Nursing and the College of Pharmacy and Nutrition.

**6. Other courses or program affected (please list course titles as well as numbers)**

6.1 Courses to be deleted? N/A

6.2 Courses for which this course will be a prerequisite?

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

## 7. Course outline

### 801 Term 1

- Identification of a project; introduction to evidence-based medicine
- Library research and informatics
- Research methods (qualitative vs. quantitative); PA research in Canada
- Submission of research topic / mentor selection

### 801 Term 2

- Tenants of literature appraisal and study bias
- Conducting a literature review, research ethics
- Submission of literature review

### 801 Term 3

- Evidence based guidelines for clinical practice
- Introduction of quality improvement methodologies
- Clinical decision making and EBM
- Submission of methods outline

### 802 Term 1

- Data collection and collaborations
- Submission of project update / progress summary

### 802 Term 2

- Data collection and collaborations, start results/discussion/implications
- Submission of project updates / progress summary

### 802 Term 3

- Complete research project
- Submission of final research project / paper / presentation

Other Research Requirements -

- i. GPS 960 – Introduction to Ethics and Integrity
- ii. GPS 961 – Ethics and Integrity in Human Research

## 8. Enrolment

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

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.)

Short quizzes, journal clubs, literature appraisal assignments, progress reports on research,

majority of assessment on their research project (question, literature review, methods, data instruments, results and discussion, presentation)

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.

## 11. Resources

11.1 Proposed instructor: Multiple different instructors and a course lead, many non-MD instructors including librarians, social scientists, basic scientists, methodologists, epidemiologists, members of the Health Quality Council of Saskatchewan

11.2 How does the department plan to handle the additional teaching or administrative workload? This is a unique class that should not interfere with other courses offered in the College of Medicine

11.3 Are sufficient library or other research resources available for this course? Yes

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? No

## 12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use tuition category) No

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>

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## 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	<b>SEM</b>	<b>Seminar</b>
IN1	Internship - Education	SSI	Supervised Self Instruction

IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
LAB	Laboratory	TUT	Tutorial
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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
- 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: N/A

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: N/A

**\*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: N/A**

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: N/A

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

**6. Additional Notes:**

Updated 2022



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: College of Medicine
- 1.2 Department with academic authority: N/A
- 1.3 Term from which the course is effective: 202609

2. Information required for the Catalogue

- 2.1 Label & Number of course:
  - MPAS 900 Physician Assistant Clinical Experiences
- 2.2 Academic credit units: 48
- 2.3 Course Long Title (maximum 100 characters): MPAS Clinical Experiences  
 Course Short Title (maximum 30 characters): MPAS Clinical Experiences

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

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

2.6 Term in which it will be offered:    T1    T2    T1 or T2    **T1 and T2**  
**Other term: T3 (Spring and Summer)**

2.7 Prerequisites:

- MPAS 810, 820, 830
- MPAS 811, 821, 831
- MPAS 812, 822, 832

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):

During this full year, students will participate in the care of patients in the office, clinic, or hospitals under the direct supervision of faculty and residents within 8 placements in Family Medicine, Internal Medicine, Surgery, Mental Health & Substance Use Health, Pediatrics, Women’s Health, Emergency Medicine, and an Elective rotation (which includes 2 weeks of Social Accountability / Indigenous Health, 2 weeks Open elective (Potential areas: anesthesia, critical care, palliative care, men’s health, medical/surgical subspecialities) and a senior elective: 4 weeks – workplace liaison/practice opportunity/career exploration.

Students will experience a broad range of clinical exposure, including a mandatory minimum of four weeks of clinical training in a rural community.

- 2.9 Do you allow this course to be repeated for credit? In those students that are not successful with their first attempt, they will have opportunities to remediate the course (or portions thereof) and receive credit.

**3. Please list rationale for introducing this course:**

These rotations are required by students in the Master of Physician Assistant Studies program. Students will complete various rotations in various patient care settings. This course occurs in year 2 of the program, after required prerequisite courses are complete. Students will apply skills learned in coursework for contributing to direct patient care in preparation for their entry into the workforce.

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

- Practices patient-focused, safe, ethical, professional, and culturally competent medical care across the healthcare continuum
- Obtains histories and performs physical examinations, demonstrating the clinical judgement appropriate to the clinical situation
- Formulates clinical questions and gathers required clinical evidence to advance patient care and communicates those results to the patient and medical team
- Formulates and prioritizes comprehensive differential diagnoses
- Develops and implements patient-centered, evidence-based treatment plans within the formalized physician, clinical team and caregiver relationship
- Accurately documents the clinical encounter incorporating the patient's goals, caregiver goals, decision-making, and reports into the clinical record
- Collaborates as a member of an inter-professional team in all aspects of patient care including transition of care responsibility
- Recognizes a patient requiring immediate care, providing the appropriate management and seeking help as needed
- Plans and performs procedures and therapies for the assessment and the medical management appropriate for general practice
- Engages and educates patients on procedures, disease management, health promotion, wellness, and preventive medicine
- Recognizes and advocates for the patient concerning cultural, community, and social needs in support of positive mental and physical wellness
- Integrates continuing professional and patient quality improvement, life-long learning, and scholarship

**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) N/A

Were any other departments asked to review or comment on the proposal? Undergraduate Medical Education – Associate Dean and Assistant Dean, Curriculum, have reviewed the course framework.

**6. Other courses or program affected (please list course titles as well as numbers)**



- 6.1 Courses to be deleted? N/A
- 6.2 Courses for which this course will be a prerequisite?
- 6.3 Is this course to be required by your majors, or by majors in another program?

7. **Course outline**

- Rotations
  - o **Family Medicine** – 8 weeks (½ in a rural or regional location)
  - o **Internal Medicine** – 6 weeks
  - o **Surgery** – 6 weeks
  - o **Mental Health and Substance Use Health** – 6 weeks
  - o **Pediatrics** – 4 weeks
  - o **Women’s Health** - 4 weeks
  - o **Emergency Medicine** – 4 weeks
  - o **Electives** – 8 weeks (2 weeks social accountability / Indigenous Health, 2 weeks open elective, 4 weeks workplace liaison / practice opportunity / career exploration)

8. **Enrolment**

8.1 What is the maximum enrolment number for this course? And from which colleges?  
20 students from the College of Medicine MPAS program

8.2 For room bookings, please indicate the maximum estimated room size required for this course: N/A as this is a clerkship course done in various clinical locations.

- 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.)

Student feedback is information regarding student performance that is offered with the express purpose of improving their learning and future performance. The Core Rotations course is a practical course designed to develop and refine clinical skills. Feedback comes through a variety of sources, and in numerous ways, both formal and informal. Preceptors, residents and other members of the health care team should be providing regular formative feedback to students to help them improve their skills. In rotations of four weeks or more, students will also receive formative feedback through formal mid-rotation feedback. Students should also pro-actively seek out feedback, and be constantly reflecting, setting targets, and developing action plans for improvement and integration of feedback. Every interaction in this course is an opportunity for growth, and students are expected to thoughtfully reflect on feedback and use it constructively to improve their performance. Summative feedback will be provided at the end of rotation and through formal oral, written and OSCE exams.

- 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?

10. **Required text**

Include a bibliography for the course.

11. **Resources**

11.1 Proposed instructor:

11.2 How does the department plan to handle the additional teaching or administrative workload?

11.3 Are sufficient library or other research resources available for this course? Yes

11.4 Are any additional resources required (library, audio-visual, technology, etc.)? No

12. **Tuition**

12.1 Will this course attract tuition charges? If so, how much? (use tuition category)

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>

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**Detailed Course Information**

**1. Schedule Types**

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

<b>Code</b>	<b>Description</b>	<b>Code</b>	<b>Description</b>
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: N/A

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: N/A

**\*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: N/A**

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: N/A

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

**6. Additional Notes:**

Updated 2022

## **Appendix F: Letters of Support**

The following letters of support are included in this package:

### *Internal to the College of Medicine:*

1. Dr. AG Ahmed, Provincial Department Head, Psychiatry
2. Dr. James Barton, Associate Dean, Continuing Medical Education
3. Dr. Brenna Bath, Director and Professor, School of Rehabilitation Science
4. Dr. Thomas Fisher, Department Head, Anatomy, Physiology and Pharmacology
5. Dr. Haissam (Sam) Haddad, Provincial Department Head, Medicine
6. Dr. Michael Kelly, Provincial Department Head, Surgery
7. Dr. Kathy Lawrence, Provincial Department Head, Academic Family Medicine
8. Dr. Tara Lee, Associate Dean, Rural Medicine
9. Dr. Gary Linassi, Provincial Department Head, Physical Medicine & Rehabilitation
10. Dr. Kiven Erique Lukong, Assistant Dean Graduate Studies
11. Dr. Cathy MacLean, Director, Faculty Development
12. Dr. Marilyn McKague, Associate Dean UGME, and Dr. Regina Taylor-Gjevre, Assistant Dean UGME Curriculum
13. Dr. Mateen Raazi, Provincial Department Head, Anesthesiology
14. Dr. Bill Roesler, Department Head, Biochemistry, Microbiology and Immunology
15. Dr. Anurag Saxena, Associate Dean, Postgraduate Medical Education
16. Dr. Kent Stobart, Vice Dean Education
17. Dr. Janet Tootoosis, Vice Dean Indigenous Health
18. Dr. Gill White, Associate Dean UGME, Regina Campus

### *USask Health Sciences Colleges, External partners and organizations:*

1. Dr. Adam Baxter-Jones, Interim Associate Provost, Health, USask Health Sciences
2. Dr. David Blackburn, Professor and Associate Dean, Research and Graduate Affairs, College of Pharmacy and Nutrition
3. Erin Brady, CEO, Saskatchewan Healthcare Recruitment Agency
4. Angela Cassell, Chair, and Sandra Bourgon, Director – Physician Assistant Certification Council of Canada (PACCC)
5. Dr. Annette Epp, President, Saskatchewan Medical Association
6. Dr. Jeff Golisky, Director Physician Assistant program - University of Toronto
7. Rebecca Mueller, Interim program director and academic coordinator - University of Manitoba Master of Physician Assistant Studies program
8. Tracy Muggli, Executive Director - St. Paul's Hospital and Corey Miller, President and CEO - Emmanuel Health
9. Dr. Andries Muller, President, College of Family Physicians of Canada (Saskatchewan Chapter)
10. Patrick Nelson, Chair, Canadian Physician Assistant Association (CAPA)
11. Dr. Louise Racine, Associate Dean Research and Graduate Studies, and Janet Luimes, Academic Lead, Nurse Practitioner Program – USask College of Nursing
12. Dr. Solina Richter, Dean, USask College of Nursing
13. Dr. Susan Shaw, Chief Medical Officer, Saskatchewan Health Authority
14. Dr. Grant Stoneham, Registrar, College of Physicians and Surgeons of Saskatchewan

November 24, 2023

Dr. Preston Smith  
Dean, College of Medicine

Dr. Marilyn Baetz  
Vice Dean, Faculty Engagement, College of Medicine

Dear Dr. Smith and Dr. Baetz,

I am writing to express my strong support for the implementation of a physician assistant program at the College of Medicine, University of Saskatchewan. As a psychiatrist and clinician administrator, I believe that the integration of physician assistants into our healthcare system is not only beneficial but also necessary for the advancement of our medical services.

Physician assistants bring a unique blend of medical knowledge and patient-centered care that greatly enhances the quality of healthcare delivery. Their ability to diagnose, treat, and manage patients allows for a more efficient use of resources and ensures that patients receive timely and comprehensive care. In the field of psychiatry, where the demand for mental health services often outweighs the supply of providers, the role of physician assistants is particularly valuable.

The establishment of a physician assistant program at the College of Medicine is a progressive step that aligns with the evolving needs of our healthcare system. Such a program would not only provide a pathway for aspiring physician assistants but also contribute to the diversification and enrichment of our medical community. It would equip students with the necessary skills and knowledge to excel in their roles and make meaningful contributions to patient care.

As a member of the psychiatry department, I am excited about the potential collaborations with the physician assistant program. I envision opportunities for interdisciplinary learning and practice, where physician assistants, psychiatrists, and other healthcare professionals can learn from each other and work together to provide the best possible care for our patients. I am committed to supporting this program through potential involvement in teaching, mentoring, and providing clinical experiences for the students.



In conclusion, I believe that a physician assistant program at the College of Medicine is an important and necessary initiative. I am confident that such a program would significantly enhance our healthcare delivery and provide valuable opportunities for collaboration and growth. I look forward to seeing the positive impact of this program on our medical community and the patients we serve.

Sincerely,

AG Ahmed, MBBS, LL.M, MSc, MPsyMed, MRCPsych, FRCPC  
Professor and Provincial Department Head, Department of Psychiatry  
University of Saskatchewan & Saskatchewan Health Authority



December 18, 2023

Subject: Physician Assistant Program-letter of support

Dear Drs. Smith and Baetz

I write to you in my role as Associate Dean, Continuing Medical Education to formally lend my support to the College of Medicine's proposal to establish a Physician Assistant's training program. Allow me to outline what I feel are the germane points that argue strongly in support of establishing such a program.

The obvious is the critical shortage of primary care providers for the citizens of Saskatchewan. Although Physician Assistants are able to engage across the health care spectrum (Primary care, specialty care, long term care, ERs, hospital care, etc.), that we might see some of our graduates stay and enhance the primary care network should be seen as a positive.

The role of a physician assistant is one that does not create confusion when compared to the existing physician role and as their current provincial representation is modest, many may be unfamiliar with their role. They are physician extenders, not independent practitioners. Unlike the roles of other health care professionals where some confusion exists as to how they interact with primary care providers, there is no confusion here. To those that argue the role might be adopted elsewhere in the health care education systems, for example nurse practitioners in place of Physician assistants, the sheer number of those in the province that are without any form of health care provider makes room for all players to be active and present in the solution.

Programs such as these typically leverage existing infrastructure in the educational institution such as facilities and to some extent, faculty. The College of Medicine's secure accreditation standing in the Undergraduate Medical Program and the recent success of our Post Graduate Program accreditation visit is critical for the success of any future Physician Assistant Program. Both are strong and ready to participate.

In my role, I have already initiated discussions with other CME (Continuing Medical Education) Deans as to how the continuing medical education offices at our Canadian Universities might also support the Physician Assistant profession. The current environment for CME is one that favours an interprofessional climate and attitude. We work in teams, as such, we attempt to educate in teams.

Two important elements support the integration of Physician Assistants into local and national CME programs: regulation and competency frameworks. Physician Assistants, as are medical doctors, are regulated by the same governing body. In Saskatchewan this is the College of Physicians and Surgeons of Saskatchewan. Second, they share a lifelong learning competency framework in that the Canadian Association of Physician Assistants instructs its members to use the Royal College of Physician and Surgeons of Canada Maintenance of Certification program to demonstrate professional competency. In

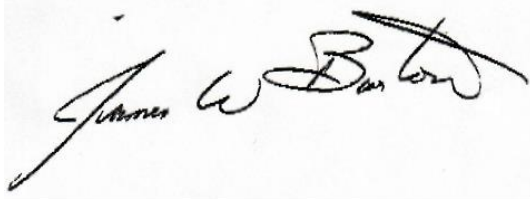




my role, I would be proactively looking to prepare educational programs to support future Physician Assistants in the fields they would look to engage and focus.

Finally, the University of Saskatchewan is widely recognized as the premier educational institution in the province that provides high quality, comprehensive education for health care professionals. The present campus atmosphere is receptive and makes it well suited to embrace and support the addition of another important group of professionals and the expansion of interprofessional opportunities. The University is experienced and prepared to nurture the Physician Assistant program alongside its already established and mature health science educational programs.

Sincerely,

A handwritten signature in black ink that reads "James W. Barton". The signature is written in a cursive style with a large, sweeping initial "J" and a prominent flourish at the end.

Dr. James Barton, MD, FRCPC, CCPE  
Clinical Professor of Medicine  
Associate Dean, Continuing Medical Education  
University of Saskatchewan  
Phone: (306) 966 7787  
<https://cmelearning.usask.ca>  
he/him/his





February 2, 2024

Dr. Marilyn Baetz  
Interim Dean  
College of Medicine  
University of Saskatchewan

Re. Letter of support for Master of Physician Assistant Studies (MPAS) Program

Dear Dr. Baetz:

Please accept this letter in strong support of the newly proposed Master of Physician Assistant Studies (MPAS) Program within the College of Medicine.

As Director of the School of Rehabilitation (SRS), I provide academic and operational oversight to the SRS including the Master of Physical Therapy (MPT) program. A priority area of focus within the SRS, and the MPT program specifically, is advancing interprofessional educational opportunities and interdisciplinary research to ultimately lead to improved interprofessional collaborative practice and patient-centred care.

There are many areas where I envision the SRS, the MPT program (and potential future Occupational Therapy and/or Speech Language Pathology programs) could collaborate with the proposed MPAS Program. Specific examples that come to mind include:


- **Interprofessional case-based and/ or simulation learning opportunities.** There would be tremendous value in MPAS, MPT and other health professional students engaging in existing interprofessional education initiatives. Additionally, there would be value in co-development of new case-based and simulation learning opportunities to better represent how MPAS, SRS/MPT and other health professional learners could work together in optimized team-based collaborative models in Saskatchewan health care contexts.
- **Interprofessional team-based clinical placement learning opportunities.** Similar to the proposed MPAS program, MPT students (and possible other future SRS learners) have a considerable portion of their program devoted to clinical placement experiential learning in a variety of settings. In order to accommodate increased clinical placement demands associated with our recent MPT program expansion, we are developing new clinical placement opportunities that will serve goals of meeting clinical requisite mix demands, increasing access to underserved populations and communities, and enhancing interprofessional learning activities. Examples of new clinical placement sites in development where there would be synergistic learning opportunities with MPT and MPAS students include: West Winds Primary Health Centre; Prince Albert USask Campus; and virtual care practicums serving rural and remote and underserved Indigenous communities in partnership with the newly developed Virtual Health Hub.
- **Interdisciplinary Research.** Faculty in the SRS are PhD trained clinicians and have active interdisciplinary research programs and expertise across a range of areas with particular strengths in

patient oriented, health services and clinical research across several health conditions, including research with and by Indigenous partners and communities. Nearly all, if not all, research led by our faculty is interdisciplinary in nature. There would be value and opportunities for MPAS learners (and MPAS faculty) to work together with SRS faculty, MPT students and other research trainees (e.g. MSc, PhD, PDFs) in joint research initiatives and directions.

The establishment of an MPAS program at the University of Saskatchewan is truly an exciting initiative that will not only serve to increase and enhance interprofessional learning and practice opportunities with SRS students and other health professional trainees, it will ultimately improve access to team-based collaborative patient centred care in a range of settings and communities in the province. I look forward to engaging with the MPAS development team to further explore ways in which the SRS can support plans and roll out and implementation of the program in the coming months and years.

Please don't hesitate to contact me if you require any further information or clarification.

Sincerely,

A handwritten signature in cursive script that reads "Brenna Bath".

Brenna Bath BScPT, MSc, PhD, FCAMPT  
Director & Professor  
School of Rehabilitation Science  
College of Medicine  
University of Saskatchewan  
Phone: (306) 966-6573  
Email: [brenna.bath@usask.ca](mailto:brenna.bath@usask.ca)

cc: Dr. Trustin Domes  
Kaitlin Pike



January 3, 2024

Dr. Marilyn Baetz  
Interim Dean  
College of Medicine

Dear Marilyn,

I am writing to express my enthusiastic support for the proposed Master of Physician Assistant Studies program.

This program will deliver well-trained Physician Assistants to help to deliver high quality health care for the people of Saskatchewan. Graduates of this program will fill an important niche in our province's health care system and will facilitate and extend the work of our physicians.

As head of the Department of Anatomy, Physiology, and Pharmacology, I can see that our faculty will play an important role in preparing students in this program and we are looking forward to the challenge. I am also excited for the new career path that this program will offer to students in our undergraduate programs. Our students graduate with an excellent background in the biomedical sciences needed by Physician Assistants, and I am confident that this new program will be very popular among our students. The MPAS program will offer them a stable, rewarding career that will enable them to help the people of Saskatchewan with their health needs.

I therefore fully support the proposed Master of Physician Assistant Studies program and look forward to working with the College of Medicine to deliver the program.

Kind regards,

Thomas Fisher



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November 29, 2023

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

**Re: Support for the Master of Physician Assistant Studies (MPAS) program in the College of Medicine**

I'm writing this letter in support of the new Master of Physician Assistant Studies (MPAS) program in the College of Medicine.

As Provincial Head of the Department of Medicine at the University of Saskatchewan and Saskatchewan Health Authority, I lead more than 350 faculty members and residents across 11 subspecialties. Physician Assistants can assist the work of our faculty members in many ways, including by alleviating some of the routine workload these specialists face, allowing them more time to focus on their clinical and educational roles, as well as extending the reach of our specialists into remote and rural areas.

We have experienced success recruiting specialists who have trained in our department. A Saskatchewan-based Physician Assistant training program could produce similar successes and allow integration into our healthcare system from the beginning of the training process. I would support the facilitation of the year two internal medicine rotation proposed as a requirement of the new MPAS training program, and through providing teaching and supervision of these students by our faculty members.

Sincerely,

Dr. Haissam Haddad, MD, FRCPC, FRCP Edin, CCPE, O.C.  
Professor and Head, Department of Medicine  
University of Saskatchewan  
Louis Horlick Chair in Medicine  
Provincial Head, Medicine  
103 Hospital Drive  
Saskatoon, SK S7N 0W8  
Phone: (306) 844-1132  
Fax: (306) 844-1525  
Email: [haissam.haddad@usask.ca](mailto:haissam.haddad@usask.ca)

Dear Dr. Preston Smith and Dr. Marilyn Baetz,

I am writing to express my enthusiastic support for the College of Medicine's new Physician Assistant Studies Program. As the Provincial Head of Surgery, I hold a senior leadership role within both the College of Medicine and the Saskatchewan Health Authority. Additionally, I am a member of the committee overseeing all surgery care in Saskatchewan.

The introduction of the Physician Assistant Studies Program is of great interest to myself and my department. Given the current high surgery volumes and workload, I believe there is a need for skill task realignment in Surgery. As we develop a new Human Resource Plan for surgery, the deployment of physician assistants will play a crucial role in enhancing and expanding our surgical program deliverables. These professionals will not only assist with surgeon recruitment and retention but also contribute to maintaining the optimal number of surgeons by providing necessary support.

Having completed my Cerebrovascular and Endovascular Neurosurgery training at Stanford University and The Cleveland Clinic over three years, I witnessed firsthand the positive impact of physician assistants. Their clearly defined roles significantly improved the overall delivery of surgical care. Working closely with them on a daily basis, I observed how seamlessly they integrated into high-performing teams.

To ensure the success of the physician assistant program, substantial investment in training and education by the physician lead is essential. I am confident that this commitment will be upheld in the field of surgery. Moreover, there is considerable interest among provincial surgeons regarding the physician assistant program. We eagerly anticipate onboarding the first two positions in surgery in Prince Albert in 2024.

The integration of physician assistants into the healthcare system holds immense potential for enhancing both post-graduate and undergraduate education. As the clinical workload on surgical residents continues to increase, having physician assistants in programs alongside residents can significantly enrich the learning experience. By allowing residents to focus on tasks that maximize their education, physician assistants contribute to a more efficient and effective training environment.

The collaboration between the Department of Surgery and the College of Medicine to train and deploy physician assistants within the Saskatchewan Health Authorities Surgical Services is a promising step forward. With over 300 surgery faculty members, we will fully engage in all aspects of the Physician Assistants Studies Program.

Thank you for your dedication to advancing medical education and improving patient care through innovative initiatives like the Physician Assistant Studies Program.

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



Dr. Marilyn Baetz  
Acting Dean and Vice Dean Faculty Engagement  
College of Medicine  
University of Saskatchewan  
4A20 Health Sciences Building  
Saskatoon, Saskatchewan, S7N 5E5

December 8, 2023

Dear Dr. Baetz,

I am writing as Provincial Head for Family Medicine to convey my strong endorsement for establishing a Master of Physician Assistant Studies (MPAS) program within the College of Medicine, specifically emphasizing its potential to enhance interprofessional team-based care in Saskatchewan.

As a health system leader and educator in Saskatchewan, I have witnessed firsthand the evolving needs and challenges facing our healthcare system. With this perspective, I wholeheartedly support the incorporation of an MPAS program at the College of Medicine. Family medicine with its emphasis on comprehensive care, preventive medicine, and community health, stands to benefit significantly from the introduction of highly trained and collaborative Physician Assistants. We are also very familiar with the challenges associated with recruiting health professionals from outside the province, given the current health human resource challenges across the country, and internationally. A provincial program is critical to support the recruitment and retention of practitioners in this discipline.

Saskatchewan, particularly in rural and underserved areas, grapples with a shortage of healthcare professionals. Integrating MPAS graduates into family medicine practices could assist in addressing these shortages, helping to ensure patients in diverse communities can access timely and high-quality care. PAs can work closely with family physicians, nurses, and other allied healthcare professionals to deliver comprehensive care that addresses the diverse needs of patients and their families. Physician Assistants can also provide an opportunity for physicians to provide safe care for more patients in their acute and long-term care practices by taking on many of the direct patient care responsibilities.

Physician Assistants (PAs) are trained to provide a broad spectrum of healthcare services, from conducting physical examinations to assisting in the management of chronic conditions. This aligns seamlessly with family medicine and supports the fundamental need in our system for all providers to practice at the top of their scope. By augmenting family practice teams with skilled PAs, we can enhance our ability through interprofessional care to provide accessible and timely primary care services, particularly in regions facing challenges related to physician shortages. Furthermore, opportunities for interprofessional learning are critical for family medicine residency training, and the MPAS program would provide increased opportunities for co-learning.



In conclusion, implementing a Master of Physician Assistant Studies program in the College of Medicine is a strategic move that can significantly enhance health care delivery in Saskatchewan. I am confident that it will contribute to the realisation of our Province's shared goals of high-quality interprofessional education and safe, timely, patient-centered care as close to home as possible.

Yours Sincerely,

A handwritten signature in blue ink that reads "Kathy Lawrence". The signature is stylized and cursive.

Kathy Lawrence MD CCFP FCFP  
Associate Professor and Provincial Head  
Department of Academic Family Medicine





**Tara S. Lee, BSc (HONS), MD, CCFP, FCFP**  
**Associate Dean, Rural Medicine**  
**College of Medicine, University of Saskatchewan**  
**Email: tara.lee@usask.ca**

February 13, 2024

Dear Dr. Marilyn Baetz,

As the Associate Dean, Rural Medicine I send this letter in support of the Master of Physician Assistant studies (MPAS) program at the College of Medicine, University of Saskatchewan.

At all levels, our healthcare system needs assistance and reform. The addition of Physician Assistants (PA) is one of the ways we can improve access to care for our patients, reduce burn out of our physicians and add to the expertise and health human resources of our healthcare system. I believe that the MPAS program will offer unique benefits to our province. This small, and nimble program has the opportunity to be very responsive to our province and support rural healthcare delivery. In our rural sites, there will be opportunities for multilayered learning in the clinical environment which adds to the richness of the experience of our medical students and residents and continues to build the team environment that is needed in our under-resourced, complex clinical environments.

The MPAS program has an opportunity to innovate in clinical placements and curriculum. The program has an opportunity to collaborate with the Saskatchewan Health Authority to engage in socially accountable recruitment and retention initiatives that could start during learner placement; we know that people often go on to live and practice in rural environments after training there. The MPAS program could match the PA learner to the area of clinical need. This is a chance to create individualized learning opportunities for the physician assistant student to fulfil the needs of a location in the province in a timely manner. The ability of the program to adapt and flex to the needs of our communities is of utmost importance and one a socially accountable program should strive for. This program could guide the way for other programs in the College of Medicine to do the same.

The program presents another opportunity for quality improvement and research from the lens of a physician assistant but also for the PA to be a resource to physicians wanting to be involved in this important work that can drive change.

I trust in the goodwill and work of Dr. Domes as he has been able to show that he understands the complex issues and needs in our healthcare system in a province that is geographically diverse with communities that are unique. He is willing to consider novel approaches and widely consult and collaborate with stakeholders as he builds the program. I look forward to further engagements with Dr. Domes as he leads this work.

Sincerely,



Dr. Tara Lee

Cc Dr. Domes and Kaitlin Pike

December 7, 2023

Dr. Preston Smith  
Dean College of Medicine  
University of Saskatchewan

Dr. Marilyn Baetz  
Interim Dean College of Medicine  
University of Saskatchewan

Re: Physician Assistant Studies

Dear Dean Smith and Baetz,

As the Provincial Department Head in Physical Medicine and Rehabilitation, I am writing to support the proposal to establish a Masters of Physician Assistant Studies (MPAS) program at the College of Medicine. The Physician Assistant provides greater flexibility in the Physician's clinical practice by facilitating extended interactions and increase numbers of patient seen, both of which are in the best interest of the general public.

In my role as a leader in the healthcare system and the College of Medicine, I am acutely aware of the impact that the physician shortage is having on the timely delivery of acute and chronic care in the province. With the establishment of a Physician Assistant Program, we can move closer to supporting Physicians while providing opportunities for motivated individuals to develop skills that are increasingly becoming integral to delivering health care across Canada.

This new model of care has many advantages as it is grounded in the principles of team-based health care delivery. Team based or multi-disciplinary care sees multiple providers involved in the assessment, planning and delivery of treatment. In this model, the individual team members not only contribute their specific area of expertise, but also collectively provide a large resource of experiences with system navigation and networking support to the patient. Uniquely, the Physician Assistant elevates this model through a transdisciplinary approach, where individual team members who are familiar with their colleagues' scope of practice become extensions of each other. This is recognized as a powerful means of health care delivery that serves to improve the patient's experience.

The College of Medicine would be a natural home for this program given its existing medical training infrastructure that can be utilized to develop curriculum, establish training sites and provide links to Departments and medical community that ultimately would benefit from Physician Assistants.

R. Calver  
MD FRCPC  
CSCN (EMG)  
Assistant Professor  
ABI, Stroke, EMG

K. Knox  
MD FRCPC  
Associate Professor  
Multiple Sclerosis

B. Kushneriuk  
MD FRCPC  
CSCN (EMG)  
Assistant Professor  
MSK, SCI

A.G. Linassi  
MB FRCPC  
Associate Professor  
Prov Dept Head  
Area Site Lead  
SCI, Amputation

J. Shi  
MD FRCPC  
CSCN (EMG)  
Assistant Professor  
Stroke, EMG

K. Stuart  
MD FRCPC  
Assistant Professor  
Spasticity,  
Amputation

M. Arowolo  
MD  
Hospitalist

K. Morrow  
MD  
Hospitalist

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As specialists in team based care, The Department of Physical Medicine endorses the creation of the Physician Assistant Studies at the College of Medicine, University of Saskatchewan.



**Dr. A.Gary Linassi BSc(Hons) BMedSc MB FRCPC**

Provincial Department Head

Department of Physical Medicine and Rehabilitation

Associate Professor

University of Saskatchewan

Spinal Cord Injury Amputation and ALS

Saskatchewan Health Authority

Email: [gary.linassi@saskhealthauthority.ca](mailto:gary.linassi@saskhealthauthority.ca)

Phone: (306) 655-8175

Fax: (306) 655-8813

*The Saskatchewan Health Authority works in the spirit of truth and reconciliation, acknowledging Saskatchewan as the traditional territory of First Nations and Métis People.*

December 11, 2023

Dr. Preston Smith  
Dean, College of Medicine  
University of Saskatchewan  
Health Sciences Building  
107 Wiggins Road  
Saskatoon, SK S7N 5E5

**RE: Letter of support for Master of Physician Assistant Studies (MPAS) Program proposal**

Dear Dr. Preston Smith,

I am writing to express my strong support for the proposed Master of Physician Assistant Studies (MPAS) program at the College of Medicine, University of Saskatchewan. As the Assistant Dean of Graduate Studies in the Office of Vice Dean Research and a faculty member in the Department of Biochemistry, Microbiology, and Immunology, I am keenly aware of the potential impact of such a program on both our educational landscape and the broader healthcare system in Saskatchewan.

My roles at the College of Medicine have afforded me a unique perspective on the importance of interdisciplinary learning and collaboration in medical education. The introduction of an MPAS program represents a significant step forward in fostering this environment, enhancing the educational experience for all students and, in turn, elevating the quality of patient care through a team-based approach. This addition will not only bolster the College's reputation as a forward-thinking institution, but will also attract a diverse student body, enriching the academic and cultural environment of the College.

Physician Assistants (PAs) are vital components of the healthcare workforce. Their adaptability, broad skill set, and ability to work under physician supervision make them crucial in various healthcare settings. This is particularly important in our province, where the demand for healthcare services, especially in underserved areas, is increasing. By training PAs within our institution, we can directly contribute to mitigating healthcare provider shortages, improving access to care, and reducing patient wait times.

Incorporating the MPAS program at the College of Medicine aligns with the growing demand for comprehensive healthcare services, particularly in underserved areas. Models from institutions like the University of Manitoba, Dalhousie University, and the University of Toronto have demonstrated the success and adaptability of PA graduates in diverse healthcare roles.

Furthermore, the MPAS program will open new avenues for research, particularly in healthcare delivery, workforce development, and clinical practice. As the Assistant Dean of Graduate Studies, I am committed to ensuring that students in the new MPAS program will benefit from the wide range of resources provided by the Office of Vice Dean Research, including scholarship opportunities, travel awards, wellness programs, and the activities of the College of Medicine Graduate Student Society.

In conclusion, the establishment of an MPAS program at the University of Saskatchewan's College of Medicine is not only timely but also essential. It promises to enhance our educational offerings, contribute to healthcare delivery improvement, and respond to the provincial needs for trained healthcare professionals. I fully support this initiative and look forward to collaborating with and supporting the program in any way possible.

Sincerely,



**Dr. Kiven Erique Lukong**

Assistant Dean, Graduate Studies

Faculty, Department of Biochemistry, Microbiology, and Immunology

Member, Cancer Research Cluster

College of Medicine, University of Saskatchewan

[Kiven.lukong@usask.ca](mailto:Kiven.lukong@usask.ca)



February 2, 2024

Dr. M. Baetz, Interim Dean  
Deans Office  
College of Medicine  
University of Saskatchewan

Dear Dr. Baetz:

**Re: Support for the MPAS Program**

I am very pleased to write this letter of support for the proposed Physician Assistants Masters program in the College of Medicine. This would be a tremendous addition to the College with contributions academically including in interprofessional education and research. The implications of having PAs in clinical practice in this province will contribute to much needed solutions to many of our health human resource needs by addressing gaps that exist in the health care system here. As a family physician, I can attest firsthand to the necessity of PA positions for the transformation of primary care in SK. I have seen the role PAs play in health care in other provinces and know the benefits they bring. Our learners would also benefit with the addition of more interprofessional team-based learning opportunities.

As the Faculty Development Director in the College of Medicine, I work with physicians around the province. We are acutely aware of the health human resource crisis in SK and the impact this has on our faculty. I also know that teaching and active involvement in solutions that will improve the clinical environment and help to achieve better health outcomes for our patients is empowering and energizing for faculty. The current negotiations through the Saskatchewan Medical Association include a \$10M transition fund for additional team members in primary care – as we “transition” to more collaborative team-based care. These reforms have happened in other jurisdictions in Canada. We would welcome the opportunity to collaborate with other faculty development offices particularly around multi-layered learners in clinical practice and the introduction of physician assistants for true interprofessional team-based care. These are new learning opportunities that Faculty Development would embrace and with the right resources I feel confident that we could work with our faculty to deliver excellent programming where needed to support the program.

As you know, Faculty Development holds an annual medical education event- “RISE” (Research, Innovation, Scholarship in Education) to showcase various projects related to education. How great would it be to have new innovations and research that include the PA program? This would be a wonderful growth opportunity. We also support and deliver many other programs at this time that we feel would be helpful in the implementation of the PA program. The program potentially enhances what is currently offered at a time when the development of team-based competencies is critical in medicine. From my

perspective, this is a challenge we can rise to. With an injection of resources, I am excited about this initiative which we wholeheartedly support.

We look forward to collaborating with the Master program for Physician Assistants at USask.

Sincerely,

A handwritten signature in black ink that reads "Cathy MacLean". The signature is written in a cursive, flowing style.

Dr. Cathy MacLean MD, FCFP, MCISc (Family Medicine), MBA, CCPE  
Faculty Development Director College of Medicine

cc: Dr. Trustin Domes  
Kaitlyn Pike



3A20 Health Sciences Building, 107  
Wiggins Road Saskatoon SK S7N 5E5  
Canada Telephone: 306-966-3240 Fax:  
306-966-2601

Dr. Mailyn Baetz, Interim Dean College of Medicine

Jan 25, 2024

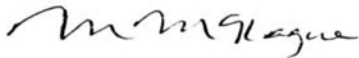
Dear Dr. Baetz,

On behalf of the Undergraduate Medical Education (MD) Program, I offer my support for the development of a Master of Physician Assistant Studies in the USask College of Medicine, with a goal of a 2025 program start, contingent on appropriate resourcing for leadership and program administration, infrastructure, and clinic teaching and supervision.

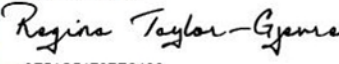
Offering an MPAS program in Saskatchewan will allow local education of Physician Assistants to enhance the provision of effective, high quality and accessible medical care for the people of Saskatchewan. For the MD program, introduction of an MPAS program will also offer new opportunities for inter-professional education for our learners.

The Undergraduate Medical Education will welcome this new program and work collaboratively to ensure the delivery of both the programs is optimized with its introduction.

Sincerely,



Meredith McKague, MD, MSc, CCFP,  
Associate Dean UGME College of Medicine

DocuSigned by:  
  
0F51C51797E2486...

Regina Gjvre, MD, MSc, FRCPC, DRCPSC (CE)  
Assistant Dean Curriculum UGME



December 20, 2023

Dr. Preston Smith, Dean of Medicine  
Dr. Marilyn Baetz, Vice Dean of Faculty Engagement  
College of Medicine  
4A20 Health Sciences Building  
107 Wiggins Road  
Saskatoon SK, S7N 5E5

Dear Dr. Preston Smith and Dr. Marilyn Baetz,

I wish to express my unreserved and enthusiastic support for the proposed Master of Physician Assistant Program (MPAP) at the University of Saskatchewan.

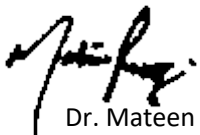
I have been serving as the Provincial Head of Anesthesiology since January 2018. My experience in this position, as well as my exposure to Canada-wide Health Human Resource discussions has convinced me that a team-based approach towards patient care is highly desirable. The proposed master of physician assistant program is potentially a huge step forward in appropriately supporting and resourcing true team-based patient care in Saskatchewan.

As a physician, I greatly value the skill and contributions of the non-physician members of the team. The different skill sets, perspectives, and contributions to care made by members of a diverse team are immense assets as we address the myriad current challenges to healthcare delivery. I envision Physician Assistants to be integral members of such diverse patient care teams. As a more context-specific example in Anesthesiology, Physician Assistants will be of significant benefit to us in extending our patient care and academic program delivery capacities.

The College of Medicine and the University of Saskatchewan must have a Master of Physician Assistant Program. This is amply underscored by the example of several other Canadian universities that have established or are in the process of establishing such programs. Further validation of this need is evidenced by the Canada-wide high demand for physician assistants and the very limited supply. Having our own MPAP within the Province would help us meet the need for Physician Assistants through local training and Saskatchewan-specific context.

The Provincial Department of Anesthesiology enthusiastically supports the proposed Master of Physician Assistant Program at the University of Saskatchewan. This enthusiasm comes with the reflective realization of the challenges that will need to be met to establish and appropriately resource such a program. We would be happy to collaborate in generating the needed human, logistic, infrastructure, and strategic capacities. I would be happy to engage in all needed discussions for the establishment of the proposed MPAP at the University of Saskatchewan.

Sincerely,



Dr. Mateen Raazi MBBS, FRCPC, DABA  
Provincial Department Head, Anesthesiology



UNIVERSITY OF SASKATCHEWAN

College of Medicine  
**DEPARTMENT OF BIOCHEMISTRY,  
MICROBIOLOGY AND IMMUNOLOGY**

William (Bill) J. Roesler, Professor and Head  
GA20.12 HLTH, 107 Wiggins Road, Saskatoon, SK Canada S7N 5E5  
Telephone: 306-966-4375 Email: bill.roesler@usask.ca

January 3, 2024

Dr. Marilyn Baetz  
Interim Dean  
College of Medicine

Dear Marilyn,

As Head of the Department of Biochemistry, Microbiology and Immunology, I am writing to express my strong support for the proposed Master of Physician Assistant Studies program.

While I am not fully up-to-date on the proposed curriculum for this program, I can envision that Infectious Diseases and Immunology would be included in it. These are areas of strength in our department and we would look forward to contributing to these areas and others that are appropriate for our department. I am also confident that this new program will be of great interest to our undergraduate students and very possibly some of our graduate students, particularly those in Masters programs. Many of our students are interested in a career in health care, therefore having more pathways to see that interest fulfilled is beneficial. Our students would enter the program with the appropriate background in the biomedical sciences that will provide the foundational knowledge needed by Physician Assistants.

Given the shortage of health care providers in the province and across Canada, this program will serve to expand the number of medical providers and thus increase access to quality care for many populations and communities. It has my full support.

Sincerely,

Bill Roesler



February 05, 2024

Dr. Marilyn Baetz

College of Medicine (Interim Dean)

University of Saskatchewan

**DELIVERED VIA EMAIL**

Dear Dr. Baetz:

This is to provide my strong support for development of the Physician Assistant Program at the University of Saskatchewan. In my dual role of Associate Dean in Postgraduate Medical Education and practicing physician in pathology I bear witness to the ongoing challenges within our current health care system. Our physicians, resident doctors and other allied health are experiencing fatigue, large patient loads with long hours leading to burnout. This coupled with challenges in providing continuous medical care to our remote communities, and lack of access to family doctors demonstrates the value for the Physician Assistant role in our health care system. In my role as a practicing physician in Saskatchewan Health Authority I have had the opportunity to work alongside Physician Assistant colleagues and can attest to their value in our department. Physician assistants bring immense knowledge and experience to our department.

Given the strategic direction of the University, the specific focus and priorities within the college of medicine (Strategic Plan 2017-2025), and the PGME (PGME strategic Plan 2021-2025) to ensure our college aligns with University Plan 2025 the planned development of a Physician Assistant Program will provide a much-needed academic base and become a critical ally to resident training, education and research- aspects of the core business of our university. As the Associate Dean of Postgraduate Medical Education I see the value of aligning areas of training for physician assistant learners with our resident physician learners as it will develop strong relationships between the two cohorts and be integral in normalizing the symbiotic relationship of the programs and professions. Postgraduate medical education can assist with or incorporate many of the learning objectives within generalist and specialized training and would provide ample opportunity for resident physicians to recognize this value-added work of physician assistants in their potential medical practice to ensure alignment with the needs of our society and communities. Aspects of the CanMEDS model of training can be incorporated into the physician assistant program and will assist our residents in providing opportunities for residents work toward skills such as collaboration and teaching.

As we head toward becoming the University the World needs it is my privilege to provide my support for the Physician Assistant Program in the College of Medicine and view this as an opportunity to develop a new mindset; this is an opportunity to change the vocabulary in medicine and view potential physician assistants as “working alongside a physician” rather than as “instead of a physician”.

Sincerely,

Anurag Saxena MD, M.Ed., MBA, FRCPC

Associate Dean, Postgraduate Medical Education

University of Saskatchewan

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**PGME Vision:** We develop skilled physicians who serve the needs of diverse patients and communities.

**PGME Mission:** We provide exemplary medical education in diverse and supportive environments, with a focus on patient- and family-centred care.

**PGME Values:** Collegiality | Fairness and equitable treatment | Inclusiveness | Integrity, honesty and ethical behavior | Respect

March 4, 2024

Dr. Marilyn Baetz, MD FRCPC CCPE  
Interim Dean  
College of Medicine  
University of Saskatchewan

Re. Letter of Support for the Master of Physician Assistant Studies (MPAS) Program

Dear Dr. Baetz,

I am delighted to extend my enthusiastic support for the proposed Master of Physician Assistant Studies (MPAS) program, a dynamic initiative that holds immense potential for our institution and the broader healthcare landscape in Saskatchewan. As the Vice Dean of Education for the College of Medicine, overseeing educational programs across undergraduate, postgraduate, and continuing medical education, I am keenly aware of the transformative impact this program can have on our educational offerings and our ability to address the healthcare needs of our province.

The introduction of the MPAS program aligns seamlessly with our college's commitment to excellence in clinical care, education, social accountability, partnerships, and research – the five pillars of academic medicine that we strive to uphold. By fostering interprofessional education and research, this initiative not only enhances our existing medical education programs but also cultivates collaborative partnerships with other colleges, the Saskatchewan Health Authority, the Ministry of Advanced Education, and the potential for collaboration with other universities offering Physician Assistant programs nationally.

Collaborating with the Saskatchewan Health Authority presents an exciting opportunity to align our strategic and operational priorities, paving the way for the recruitment, retention, and integration of Physician Assistants within our academic institution. Moreover, as we navigate the healthcare challenges faced by our province, the MPAS program emerges as a pivotal solution to address gaps in the healthcare system and build a robust workforce capable of delivering high-quality care to our communities.

The MPAS program employs a dynamic pedagogical approach integrating traditional classroom instruction, interactive small group sessions, and early clinical exposure to foster adaptable and highly skilled healthcare professionals. By immersing learners in rural interprofessional teams and community settings, we not only nurture their professional relationships but also equip them with the skills and competencies necessary to thrive in diverse healthcare environments. Furthermore, this program

directly contributes to addressing the Health Human Resources Action Plan, supporting the government's efforts to build a sustainable healthcare workforce.

The strategic objectives of the MPAS program align closely with the University Plan 2025, fostering interdisciplinary learning, community engagement, and Indigenous health initiatives. Additionally, by strengthening research capacity and promoting social accountability, this program exemplifies our commitment to excellence in education and service to the community.

In terms of student demographics, our goal is to attract applicants who are deeply connected to Saskatchewan and committed to practicing in our province after graduation. We aim to create a diverse and inclusive learning environment. By offering a faster route to a healthcare career, lower tuition costs, and enhanced work-life balance, the MPAS program appeals to a broad spectrum of aspiring healthcare professionals, including those interested in collaborative, team-based care and flexible practice options.

In conclusion, the Master of Physician Assistant Studies program represents a significant step forward in building a resilient healthcare workforce and addressing the evolving healthcare needs of Saskatchewan. I am confident that this innovative initiative will not only enrich our educational landscape but also make a lasting impact on the health and well-being of our communities.

Thank you for considering this letter of support. I look forward to the opportunity to collaborate further on the implementation and success of the MPAS program.

Sincerely,

A handwritten signature in black ink, appearing to read "Kent Stobart". The signature is fluid and cursive, with a long horizontal stroke extending to the left.

Kent Stobart MD MSc FRCPC CCPE  
Vice Dean Education  
Professor of Pediatrics



February 5, 2024

Dr. Marilyn Baetz, Interim Dean of Medicine  
 College of Medicine  
 University of Saskatchewan  
 Box 19, 107 Wiggins Road  
 Saskatoon SK S7N 5E5

Dear Dean Baetz,

On December 4, 2023, the Globe and Mail published a story with the headline, “Canada falls short in several areas of health care in comparison to other OECD countries, report says.” The article highlights the critical importance that a healthy primary care system plays in health care and how countries with data indicating strong access to primary care are doing better. The current state of medical education finds reduced interest in primary care practice and specialties. The proposed Master of Physician Assistant Studies follows the trend we see nationally occurring in Dalhousie, U of T, and U of M. Advanced Education Minister Gordon Wyant stated in a news article that, “The Physician Assistant program will be specifically designed to meet critical needs in our health care system, particularly in rural and remote areas.”

Physician assistants (PA)s in Saskatchewan could serve to increase access to rural and remote areas if qualified individuals are supported and embedded within a primary care team. In those settings, PAs can serve as the first point of contact for patients seeking medical attention, conduct patient assessments, prescribe medications, and provide preventative care and health education under the supervision of a licensed physician. They may also play an important role in chronic disease management, wellness promotion, and the navigation of patient care. It is possible that PAs can create increased capacity in the system, supporting physicians to participate in other vital duties that enhance the health of all Saskatchewan citizens.

Furthermore, systemic racism in the health system and increasing health disparity experienced in many marginalized populations in Saskatchewan creates an urgency for a healthcare workforce that is reflective of the diversity in our province. The MPAS will attract individuals from all walks of life to study, work and live in our beautiful province.

As Vice Dean Indigenous Health, I submit this letter in support for Dr. Domes’ leadership and of the proposal for a MPAS program in Saskatchewan.

Thank you,

Janet Tootoosis, BSc, MD, FCFP



UNIVERSITY OF SASKATCHEWAN  
**College of Medicine**  
DEPARTMENT OF INDIGENOUS HEALTH  
AND WELLNESS  
MEDICINE.USASK.CA



College of Medicine, Office of Vice Dean Indigenous Health  
Box 19, 107 Wiggins Road  
Saskatoon SK S7N 5E5 Canada  
[medicine.indigenoushealth@usask.ca](mailto:medicine.indigenoushealth@usask.ca)

Vice Dean Indigenous Health  
Clinical Associate Professor  
College of Medicine

**CC:** Dr. Trustin Domes  
Director of Admissions  
College of Medicine Usask



February 5, 2024

Dr. Marilyn Baetz  
Interim Dean  
College of Medicine

Re: Masters Physician Assistant Program

We would very much support the development of this program at the University of Saskatchewan College of Medicine.

As we all know we are short of health professionals in the province of Saskatchewan and this program will help to alleviate some of the shortages and help with patient care.

As the Associate Dean, Regina Campus we have great interest in the program and can contribute to the program clinically. We do believe the students would benefit while learning on the campus and our faculty and medical students would also benefit from the physician assistant students.

Sincerely,

A handwritten signature in black ink that reads "Gill White". The signature is written in a cursive style and is positioned above a light blue rectangular stamp.

Dr. Gill White, MD CCFP  
Associate Dean of Medicine  
Regina Campus  
University of Saskatchewan





February 1, 2024

Marilyn Baetz  
Acting Dean, College of Medicine  
University of Saskatchewan

**Re: Establishment of a Master of Physician's Assistant (MPAS) Program**

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On behalf of the USask Health Sciences (USHS) please accept this letter of support for the establishment of Master of Physician Studies (MPAS) program.

Establishment of the MPAS program aligns with the mission and vision of the USHS which is to enhance the capacity for high quality health care by enabling the education of a new generation of healthcare practitioners with skills in interprofessional healthcare and health promotion, promoting excellence in interdisciplinary health research, and sharing in outreach and community engagement.

As with other College of Medicine programs, there may be the need to engage with the Clinical Learning Resource Centre (CLRC) regarding simulation. The CLRC is a training center dedicated to providing University of Saskatchewan health science students with the opportunity to learn and practice clinical and communication skills in a safe, simulated environment.

In addition to the CLRC, MPAS students will likely participate in the Interprofessional Education (IPE) programming that the health sciences office coordinates for health sciences students.

Although we are in a period of transition in health sciences of strategic reorganizing, we continue to review space annually within the health sciences building to ensure there is suitable space for teaching and research.

While the establishment of an MPAS program has implications for the health sciences that will need to be discussed further, I look forward to collaborating on this initiative and give it my full support.

Sincerely,

Dr. Adam Baxter-Jones, PhD  
Interim Associate Provost, Health  
USask Health Sciences

cc. Kailtyn Pike  
Trusin Domes



Jan 29, 2024

Dr. Marilyn Baetz, Interim Dean  
College of Medicine

**Re: Letter of support – Master of Physician Assistant Studies**

Dear Dr. Baetz,

The College of Pharmacy and Nutrition is supportive of the Master of Physician Assistant Studies program being offered through the College of Medicine. We recognize the potential role Physician Assistants can play in helping to address physician shortages across Saskatchewan. Interdisciplinary care is the key to a sustainable health care system; thus, physicians, pharmacists, nurses, and other allied healthcare providers must work together for a sustainable, efficient, and effective organization that responds to the needs of our communities.

We look forward to seeing this program be implemented at the University of Saskatchewan and we are happy to discuss opportunities for collaboration in the future. Please feel free to reach out if you require any further information for now.

Good luck!

David Blackburn, BSP, ACPR, PharmD, FCSHP  
Professor and Associate Dean, Research and Graduate Affairs  
College of Pharmacy and Nutrition

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

December 21, 2023

**RE: Support for the Master of Physician Assistant Studies (MPAS) Program**

I am writing to you to convey our support for the launch of the Master of Physician Assistant Studies program at the College of Medicine.

Physician assistants are a welcomed new profession to the health system. They can enhance access to care for patients, particularly those in rural and remote areas, contribute to reducing wait times, help perform more procedures, and strengthen health care teams.

Enabling practitioners to optimize their scope of practice is one of the leading practices to support the efficient delivery of care in Canada. Adding physician assistants to the care team is one way to enable physicians to spend more time working at the top of their scope of practice.

Offering the Master of Physician Assistant Studies at the University of Saskatchewan College of Medicine will be a key source of physician assistants for Saskatchewan, and it will support the successful launch of the profession in the health system. Offering a training program in Saskatchewan is important as students want to learn and train in the province they live in. We are also more likely to recruit individuals when they have roots in Saskatchewan.

I am encouraged to learn that clinical experience will be offered outside of Regina and Saskatoon as building the rural and remote health workforce is supported by practice-based learning in these communities.

The Saskatchewan Healthcare Recruitment Agency is one of the resources to support trainee retention and integration of the graduates of the program into the health workforce. We hope to meet with the students throughout their training to profile the career opportunities in Saskatchewan.

Sincerely,



Erin Brady  
CEO  
Saskatchewan Healthcare Recruitment Agency

21 November, 2023

Dr. Preston Smith  
Dean of Medicine  
College of Medicine, University of Saskatchewan  
4A20 Health Sciences Building  
107 Wiggins Road  
Saskatoon, Saskatchewan  
S7N 5E5

Re: Master of Physician Assistant Studies program (MPAS)

We are writing to advise that the Physician Assistant Certification Council of Canada (PACCC) acknowledges the proposal going forward and supports the creation of a Saskatchewan based PA Education program at the University of Saskatchewan.

PACCC administers and maintains the Physician Assistant (PA) certification process. This includes the PA National Physician Assistant Entry to Practice Certification Exam (PA Cert Exam), written upon the successful completion of a Canadian PA program accredited by Accreditation Canada.

PACCC understands that the proposed MPAS program is anticipated to launch in September 2025 with an initial intake of 20 students. With confirmation from the University of Saskatchewan that the MPAS program will meet national accreditation requirements, PACCC will also support the inclusion of the University of Saskatchewan MPAS graduates to challenge the PA Cert Exam as early as 2027/2028.

As the certifying body for Canadian PAs, PACCC supports PA integration across the country and will ensure that all University of Saskatchewan MPAS graduates meet the national standards established by CAPA and its stakeholders through the [EPA-PA](#) and the [CanMEDS-PA](#). We will continue to work closely with CAPA to support the training, development, and integration of PAs in the prairies.

We look forward to supporting the University of Saskatchewan in the endeavour to launch an MPAS program.



Angela Cassell, MPAS, CCPA  
Chair



Sandra Bourgon  
Director, Certification

c.c.: Dr. Kristen Burrows



December 20, 2023

Dr. Marilyn Baetz  
Interim Dean, College of Medicine  
University of Saskatchewan  
107 Wiggins Road  
Saskatoon SK S7N 5E5

**\*Delivered via Email\***  
[kaitlin.pike@usask.ca](mailto:kaitlin.pike@usask.ca)

Dear Dr. Baetz:

**Re: Support for the Master of Physician Assistant Studies (MPAS) program in the College of Medicine**

Thank you for requesting a letter of support for the development of the MPAS program at the University of Saskatchewan. I write this letter of support on behalf of the Saskatchewan Medical Association (SMA), the professional association representing the almost 3,000 physicians of Saskatchewan.

The SMA supports Physician Assistants (PAs) in the health care system. Used strategically, PAs can reduce the pressure on physicians and enhance patient care. Developing a program at the University of Saskatchewan will help to produce local PAs, many of whom will stay and work within Saskatchewan's health care system.

The SMA has been consulted on PAs before and has written to both the Ministry of Health and the College of Physicians and Surgeons of Saskatchewan on this topic.

The background materials you provided with your request were very helpful. They demonstrate that the program – as you have envisioned it – is well thought-out and comprehensive. This letter highlights top-level concerns that do not diminish the SMA's support of the proposed program but are offered to ensure that the voice of the medical profession is considered as you build the MPAS curriculum.

The SMA's position is that PAs can be a positive addition to Saskatchewan's health care system, provided the key points listed below are kept in mind.

A PA can never be viewed as a replacement for a physician. Instead, a PA supports the work of a physician and extends the care delivered by a physician so that, together, the physician and the PA provide high-quality care to a patient.

From this foundational principle, the following ideas follow:

1. **PAs do not work alone** - The MPAS program must stress that PAs cannot work independently but must work under the supervision of a physician. While this construct is enshrined in professional bylaws and codes, the SMA feels this idea should be embedded in the MPAS program. PAs do not replace physicians but assist them. PAs can be an excellent addition to the health care system provided this idea is stressed and applied in the classroom when a PA is undergoing training.

2. **Physicians must supervise PAs** - This is an extension of the first notion but again needs to be stressed during training. Patient care and safety are paramount, and supervision by the physician protects the patients, the physician, and the PAs. Again, it might be useful for this core idea to be covered in the curriculum materials so there is a solid understanding of this point.
3. **Physicians should teach PAs** - Your background material envisions a time when PAs will teach other PAs in this program. That view is understandable, but we would not want to see the physician presence lost in this program. It makes sense to have some physicians teaching those who would eventually be formally and professionally assisting them in a way other health care professions do not.
4. **PAs should have knowledge of specialties** - The training of PAs should acquaint them with the role of the full spectrum of medical specialties. Comprehensive knowledge of each specialty is not the goal here, but merely that PAs understand fully what a given specialist does. This would ensure that PAs enter the health care system knowing more about what specialists do for patients.
5. **Medical students should be taught about the role of PAs** - The regular undergraduate curriculum within the College of Medicine for medical students might be amended to reference the role of PAs. It would be helpful for new physicians emerging into the workforce to understand this new feature of the Saskatchewan health care workforce. Considering the previous points, teaching future physicians how to work with PAs could only foster a greater understanding of their collaboration toward a common goal.

The SMA welcomes the addition of PAs to the health care system. They will help to reduce the pressures on physicians and enhance patient care. The MPAS program you are proposing will succeed if the above-noted points are built into the teaching and training PAs will receive at the University of Saskatchewan.

Thank you again for developing this program.

Sincerely,



Dr. Annette Epp  
President

IM/wb

November 20, 2023

TO WHOM IT MAY CONCERN:

**Re: Master of Physician Assistant Studies program (MPAS)**

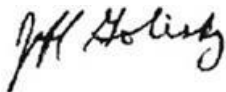
This letter is to reiterate my support as Director, BScPA Program, University of Toronto for the proposed Master of Physician Assistant Studies program in the College of Medicine, University of Saskatchewan. I understand the proposed program is being considered for a September 2025 launch.

The College of Medicine is well situated to support a Master of Physician Assistant Studies program and I fully support the launch of a Saskatchewan based education program. With the existing collaborative relationships within the College of Medicine and network of PA educators in Canada, I believe that:

- A MPAS will allow for regional training and integration of PAs in Saskatchewan and is well timed with recent recruitment efforts to hire PAs in the province.
- The University of Saskatchewan is well situated to support a MPAS given its experience in training undergraduate and postgraduate medical learners.
- With only four PA education programs in Canada, the addition of this program will allow for ongoing collaboration and sharing of resources across Canadian programs.

As a stakeholder in PA education in Canada, I fully support the launch of a Saskatchewan based PA education program and PA integration across the provinces.

Sincerely,



Jeffrey Golisky, MD, CCFP(EM), FCFP  
Director, BScPA Program  
Assistant Professor | Dept. Family & Community Medicine  
Temerty Faculty of Medicine | University of Toronto



November 18, 2023

Dr. Preston Smith, Dean of Medicine  
Dr. Debby Burshtyn, Dean of College of Graduate & Postdoctoral Studies  
University of Saskatchewan  
105 Administration Pl, Saskatoon, SK S7N 5A2

Dear Dr. Preston Smith and Debby Burshtyn,

Re: Master of Physician Assistant Studies program (MPAS)

This letter is to reiterate my support as Program Director at the University of Manitoba MPAS program for the proposed Master of Physician Assistant Studies program in the College of Medicine, University of Saskatchewan. I understand the proposed program is being considered for a September 2025 launch.

The College of Medicine is well situated to support a Master of Physician Assistant Studies program and I, along with the entire MPAS team and the University of Manitoba, fully support the launch of a Saskatchewan based education program. I believe this program will serve as a catalyst for addressing the workforce demands of the Canadian healthcare system.

With the existing collaborative relationships within the College of Medicine and network of PA educators in Canada, I believe that:

- A MPAS will allow for regional training and integration of PAs in Saskatchewan and is well timed with recent recruitment efforts to hire PAs in the province.
- The University of Saskatchewan has significant experience training UGME and PGME learners as well as an extensive college of graduate and postdoctoral studies. These educators along with practicing PAs in the province are well situated to support the successful delivery of a Master's level physician assistant program.
- With only four PA education programs in Canada, the addition of this program will allow for ongoing collaboration and sharing of resources across Canadian programs.

As a stakeholder in PA education in Canada, I fully support the launch of a Saskatchewan based PA education program and PA integration across the provinces.

Best Regards,

*Rebecca Mueller*

Rebecca Mueller, PA-C, MSc  
Interim Program Director-MPAS  
University of Manitoba





St. Paul's Hospital

26 September, 2023

Crystal Maslin  
Director, Planning and Projects  
University of Saskatchewan  
Health Sciences Building, suite 4A20 room 13  
105 Administration Pl  
Saskatoon SK  
S7N 5A2

Dear Crystal,

Thank you for inviting us to meet with you and Dr. Domes on September 6, 2023. We were excited to learn that a plan is being formulated to create a Physician Assistant program within the University of Saskatchewan's College of Medicine. We acknowledge the capacity that will be added to the inter-professional healthcare team across the province and the resulting benefits for patients. As an organization (Emmanuel Health) that runs programs in urban and rural, acute and long-term care, we agree that physician assistants can greatly enhance our ability to deliver quality and timely care in Saskatchewan. We also agree that St. Paul's Hospital would be an ideal 'hub' to facilitate aspects of the learner experience for the program.

Please accept this letter as an indication of our support for the creation of a Physician Assistant program. We look forward to discussing further details as to how St. Paul's Hospital/Emmanuel Health can partner to build a sustainable and successful program.

Sincerely,

Corey Miller  
President & CEO, Emmanuel Health

Tracy Muggli  
Executive Director, St. Paul's Hospital



December 12, 2023

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

Dear Dean Smith

**Re: Support for the Master of Physician Assistant Studies (MPAS) program in the College of Medicine**

I am writing on behalf of the Board of the Saskatchewan College of Family Physicians to express the full support for the establishment of a Master of Physician Assistant Studies program at the College of Medicine. We believe that the introduction of Physician Assistants (PAs) into the healthcare workforce is a crucial and valuable step toward addressing the growing demands and complexities of modern healthcare delivery. PAs are a part of a team-based care model that we strongly advocate for based on the interprofessional Patient's Medical Home vision.

We deeply value and appreciate the PA's role to enhance patient care by working collaboratively with family physicians and other healthcare professionals. PAs bring a unique skill set that complements and augments the capabilities of a healthcare team. Their expertise in patient assessment, diagnosis, and treatment planning significantly contributes to improved access to quality healthcare services, especially in underserved areas.

The introduction of a Physician Assistant program at the College of Medicine is essential for several reasons. Firstly, it provides an opportunity to train healthcare professionals who are not only well-versed in clinical skills but are also equipped with a comprehensive understanding of the healthcare landscape. This interdisciplinary approach aligns with the College of Medicine's commitment to producing graduates who can adapt to the evolving needs of our healthcare system.

Secondly, the establishment of a PA program at the College of Medicine addresses the healthcare workforce shortage, particularly in rural and remote areas. Physician

Assistants can expand healthcare access to underserved populations, thereby improving health outcomes and reducing disparities in healthcare delivery. Training PAs in Saskatchewan will increase the likelihood of retaining them to work here in the future.

As the Saskatchewan College of Family Physicians, we are committed to collaborating with and supporting the new Physician Assistant program. We envision an active partnership wherein our members can contribute to the educational and clinical training of PA students. This collaboration will not only enrich the learning experience for the students but also foster a culture of teamwork and shared responsibility.

Moreover, we are eager to participate in ongoing discussions and initiatives aimed at optimizing the integration of Physician Assistants into the healthcare workforce. This includes sharing best practices, participating in mentorship programs, and collaborating on research projects that explore the connections between family medicine and Physician Assistants.

The College of Family Physicians of Canada's work on Team Primary Care<sup>1</sup>, an interprofessional education initiative, involved PAs and serves as an example of the importance of training health professionals in a collaborative way so that they can be ready to enter practice that matches their education.

In conclusion, the Saskatchewan College of Family Physicians wholeheartedly supports the establishment of a Master of Physician Assistant Studies program at the College of Medicine. We believe that this initiative will not only benefit the education and professional development of future Physician Assistants but will also contribute to the enhancement of team-based patient care and the overall resilience of our healthcare system.

Thank you for considering our perspective, and we look forward to the benefits of Physician Assistants helping to provide primary care to Saskatchewanians.

Sincerely,



Dr Andries J Muller  
President.

1. <https://www.teamprimarycare.ca>



Canadian  
Association  
of Physician  
Assistants

Association  
canadienne  
des adjoints  
au médecin

22 November, 2023

Dr. Preston Smith  
Dean of Medicine  
College of Medicine, University of Saskatchewan  
4A20 Health Sciences Building  
107 Wiggins Road,  
Saskatoon SK S7N 5E5

Dear Dr. Smith,

Re: Master of Physician Assistant Studies program (MPAS)

This letter is to confirm the Canadian Association of Physician Assistants (CAPA) support for the proposed Master of Physician Assistant Studies (MPAS) program at the University of Saskatchewan. We understand that the proposed program is anticipated to launch in September of 2025 with an initial intake of 20 students.

The University of Saskatchewan is well situated to support an MPAS program and CAPA fully supports the launch of an education program in the province. This will be monumental in raising home grown Physician Assistants (PAs) to help better serve the residents of Saskatchewan to receive timely access to quality health care.

As a national stakeholder in supporting PA integration, we will continue to work closely with the Saskatchewan provincial director to support the training, development, and integration of PA trainees and Canadian Certified Physician Assistants (CCPAs).

We look forward to supporting the University in the endeavour to launch an MPAS program. Please contact CAPA's Director, Advocacy and Communications, Kristy Corrente at [kcorrente@capa-acam.ca](mailto:kcorrente@capa-acam.ca) if there is any way we can be of assistance.

Sincerely,

Patrick Nelson,  
Executive Director  
[pnelson@capa-acam.ca](mailto:pnelson@capa-acam.ca)

c.c.: Dr. Kristen Burrows



UNIVERSITY OF SASKATCHEWAN

College of Nursing

NURSING.USASK.CA

**College of Nursing**

University of Saskatchewan Health Science Building -  
1A10, Box 6 107 Wiggins Road Saskatoon, SK S7N 5E5  
Telephone: (306) 966-6221 Facsimile: (306) 966-6621

March 10, 2024

Dr. Marilyn Baetz  
Interim Dean & Professor  
University of Saskatchewan College of Medicine  
306-844-1333

Dear Dr. Baetz,

Please accept this letter of support from the College of Nursing Master of Nursing Nurse Practitioner (MN-NP) program for the Master of Physician Assistant Studies (MPAS) program. As the Associate Dean Research and Graduate Studies for the College of Nursing and Nurse Practitioner Program Academic Lead, we have privilege of witnessing the transformative impact advanced practice nurse practitioners are having on patient care and outcomes. We believe the addition of a MPAS program would further enhance opportunities to improve access to healthcare within Saskatchewan and the comprehensive healthcare education offered by our institution.

Nurse practitioners and physician assistants play unique and important roles in the health care system, improving access to high quality health care for Canadians. Both professions share similar clinical competencies in evidence-based practice, advanced health assessment, and therapeutic management, with different educational backgrounds and supervision requirements. Nurse practitioner education requires and builds on the foundational

knowledge and competencies of being a Registered Nurse. Nurse practitioners have an independent scope of practice and do not require supervision from another healthcare provider to perform skills within this scope such as diagnosing medical conditions, ordering diagnostic investigations and prescribing medication. Physician assistant education does not require a nursing degree, opening student catchment to a variety of other backgrounds. Physician assistant's work under the supervision of a physician to perform advanced skills such as procedures, ordering diagnostic investigations and prescribing medication.

While there are differences in nurse practitioner and physician assistant education and practice, the overlapping clinical competencies between these professions create exciting opportunities for interprofessional education. Through discussion with the Director of the MPAS program, Dr. Trustin Domes, we have identified several potential opportunities for collaboration between the MN-NP and MPAS programs such as procedural skills labs, team-based learning, health quality improvement, knowledge dissemination and enhancement of clinical placement opportunities.

Fostering collaboration between the MN-NP and MPAS programs creates the opportunity for a dynamic interprofessional learning environment that prepares students for the evolving landscape of healthcare delivery and advances healthcare care education within the University. Both programs will help meet the growing demand for healthcare providers within Saskatchewan, making a positive impact on the health of individuals, communities, and the health system.

If you require additional information, please do not hesitate to contact us.

Sincerely,

A handwritten signature in blue ink that reads "Louise Racine". The signature is written in a cursive style with a large initial 'L'.

Dr. Louise Racine, PhD, FTNSS, RN  
Associate Dean Research and Graduate Studies, Professor and Transcultural Nursing Scholar  
University of Saskatchewan College of Nursing  
[louise.racine@usask.ca](mailto:louise.racine@usask.ca)  
306-966-6366

A handwritten signature in black ink that reads "Janet Luimes". The signature is written in a cursive style with a large initial 'J'.

Janet Luimes, MScN, NP  
Nurse Practitioner Program Academic Lead & Associate Professor  
University of Saskatchewan College of Nursing  
[janet.luimes@usask.ca](mailto:janet.luimes@usask.ca)  
306-966-8426



UNIVERSITY OF SASKATCHEWAN

College of Nursing

NURSING.USASK.CA

**College of Nursing**

Health Sciences Building A-Wing 1A10, Box 6

107 Wiggins Road, Saskatoon, Saskatchewan S7N 5E5

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

March 13, 2024

Dr. Marilyn Baetz,  
Interim Dean,  
University of Saskatchewan, College of Medicine

Dear Dr. Baetz

**Re: Master of Physician Assistant Studies program**

As Dean of the College of Nursing at the University of Saskatchewan, I am writing to share my support for the Master of Physician Assistant Studies (MPAS) Program and to echo the comments of my Nursing colleagues in the letter of support from Drs. Racine and Luimes.

The Saskatchewan Health Human Resources Action Plan (2022) was created to build a stronger more sustainable healthcare workforce. Importantly the HHR action plan included vital and significant investment to expand nursing seats. Additionally, it identified a commitment to new opportunities to address the educational needs of the health sector; that exploration has led to the proposal to develop a Physician Assistant Studies program at USask.

In the College of Nursing, our vision is to be a world leader in educating nurses in interprofessional health care, research, practice, innovation, capacity building, and policy development. Interprofessional healthcare is a cornerstone of how we work. We welcome the opportunity to collaborate with this new program. Early discussions have taken place regarding collaboration opportunities between our Master of Nursing - Primary Health Care Nurse Practitioner (MN-NP) program and the MPAS program. Together we have identified collaborative opportunities for the development of procedural skills, interprofessional team-based learning, quality improvement, and knowledge dissemination. Together the MN-NP and MPAS learners will enrich the graduate-level interprofessional learning environment at USask. We look forward to a productive collaboration with the MPAS program.

Sincerely,

A handwritten signature in cursive script that reads "M. S. Richter".

Dr. Solina Richter, DCur, RN

Dean and Professor

College of Nursing

University of Saskatchewan





Dr. Susan Shaw  
Chief Medical Officer  
Corporate Office - Saskatoon City Hospital  
701 Queen Street  
Saskatoon SK S7K 0M7  
P: 306-655-0070

**January 12, 2024**

Dr. Marilyn Baetz  
Interim Dean  
College of Medicine  
University of Saskatchewan

Dear Dr. Baetz,

**Re: Master of Physician Assistant Studies program**

As the Chief Medical Officer of the Saskatchewan Health Authority (SHA), I am writing to share the SHA's support for the establishment of the proposed new Master of Physician Assistant Studies (MPAS) program.

The SHA was very pleased to hear that the government asked the College of Medicine (CoM) to develop a training program and we have appreciated the many discussions on the topic that have already occurred. The relationship between the CoM and the SHA is foundational to the success of our respective organizations. In support of this relationship, an Affiliation Agreement has been signed by the University of Saskatchewan and the SHA. The agreement outlines the responsibilities of both organizations with respect to medical education and clinical service in the province of Saskatchewan for the undergraduate and postgraduate medical education programs. The SHA welcomes the opportunity to work with our partners at the CoM to understand the requirements of the MPAS program and collaborate to successfully add MPAS learners into SHA clinical environments, and amend any agreements as needed to address the addition of this new healthcare professional training program.

In 2023, the Ministry of Health moved to add Physician Assistants (PAs) into our health care teams to strengthen the health system. PAs will make a valuable contribution to timely and high-quality health services. At the SHA we believe that integrating PAs into healthcare teams will enhance patient access to health care services, contribute to reducing wait times, and overall support and strengthen our healthcare teams.

***Healthy People, Healthy Saskatchewan***

The Saskatchewan Health Authority works in the spirit of truth and reconciliation,  
acknowledging Saskatchewan as the traditional territory of First Nations and Métis People.

**NOTICE OF CONFIDENTIALITY:** This information is for the recipient(s) listed and is considered confidential by law.  
If you are not the intended recipient, any use, disclosure, copying or communication of the contents is strictly prohibited.

The SHA has employment positions for PAs based in communities across the province. The recruitment and retention of PAs in Saskatchewan will be well served through strong collaboration between the medical school and the health system. Our partnership will be part of the larger plan to recruit these health care professionals. Students are valued members of the SHA team and our future colleagues. Having a Saskatchewan training program will be vital to support not only our recruitment efforts but our mandate and accountabilities to the people of Saskatchewan.

Yours truly,

A handwritten signature in black ink, appearing to read "S. Shaw". The signature is fluid and cursive, with the first letter 'S' being particularly large and stylized.

Dr. Susan Shaw  
Chief Medical Officer



20 December, 2023

Dr. M. Baetz  
Interim Dean  
College of Medicine  
University of Saskatchewan  
107 Wiggins Road  
Saskatoon  
Saskatchewan  
S7N 5E5

Sent via email: [m.baetz@usask.ca](mailto:m.baetz@usask.ca)

Dear Dr. Baetz:

**RE: SUPPORT FOR THE MASTER OF PHYSICIAN ASSISTANT STUDIES (MPAS) PROGRAM  
IN THE COLLEGE OF MEDICINE**

As you know, I am the CEO and Registrar of the College of Physicians and Surgeons of Saskatchewan (CPSS). I am writing to provide a letter of support for the College of Medicine proposal to establish a Physician Assistant (PA) training program in Saskatchewan.

Physician Assistants are a new addition to the team of healthcare workers in Saskatchewan and will soon be registrants of the CPSS. We are currently establishing the processes to incorporate Physician Assistants into the Saskatchewan workforce and expect to have our 1<sup>st</sup> cohort of 12 Physician Assistants registered in the near future.

Physician assistants extend the reach of a physician and improve the efficiency of care and flow of patients in a stressed healthcare system. They improve timely access, provide comprehensive care, support continuity of care, provide additional patient education, and often lead to improved productivity within the system. Physician Assistants contribute to a multidisciplinary approach to patient care and support team-based practice.

Continued.....

In discussion with other regulators across the country, Physician Assistants have become a vital component of the provision of healthcare in other provinces. Manitoba has one of the most extensive experiences with Physician Assistants, and the Registrar in Manitoba recently indicated to me that the system could not function without Physician Assistants as they are so helpful and are a key element in the efficient provision of healthcare in Manitoba.

Establishing a training program for Physician Assistants in Saskatchewan would be extremely helpful for growing and expanding this group of registrants. As we know, training students in Saskatchewan makes it far more likely that they will choose to live and work in Saskatchewan after their training.

The College of Medicine is very well-placed to take on this role. The College of Medicine certainly has the skills and experience necessary to design and operationalize an excellent training program, and the CPSS would encourage and support the College of Medicine in this endeavour.

We are very supportive of this initiative and believe that this will result in a stronger more sustainable healthcare system.

Please do not hesitate to contact me if you require any additional information.

Kind Regards,

A handwritten signature in black ink that reads "Dr. Grant Stoneham". The signature is written in a cursive, slightly slanted style.

Dr. Grant Stoneham, MD, FRCPC  
Registrar

## Appendix G: Stakeholder Engagement list

Date	Name(s)	Unit or Organization
24-Aug	Dr. Meredith McKague, Dr. Anurag Saxena, Dr. James Barton, Dr. Cathy MacLean, Dr. Tara Lee, Dr. Gill White	College of Medicine Education Executive Team
06-Sep	Corey Miller, President & CEO, Emmanuel Health; Tracy Muggli, Executive Director, St. Paul's Hospital	St. Paul's Hospital / Emmanuel Health
11-Sep	various	College of Medicine / Saskatchewan Health Authority Liaison Operations Sub Committee
12-Sep	Ottawa, Calgary, USask - new PA programs meetup	U Ottawa, U Calgary, USask
27-Sep	CoM Faculty Council - Notice of Motion	College of Medicine
12-Oct	Jennifer Beck	Institutional Planning and Assessment
18-Oct	various	PPAC - Provincial Practitioner Advisory Group
25-Oct	Dr. Meredith McKague, Dr. Greg Malin, Dr. Ginger Ruddy, Dr. Regina Gjevre, Dr. Athena McConnell	UGME Group - Associate Dean, Assistant Deans and Directors – Student Services, Curriculum, Academics, Admissions
30-Oct	various	CoM / SHA Liaison Committee
08-Nov	Graduate Programs Committee - FYI	University of Saskatchewan – College of Graduate and Postdoctoral Studies
27-Nov	Dr. James Barton	College of Medicine Continuing Medical Education
05-Dec	Rebecca Mueller	University of Manitoba Physician Assistant Program
05-Dec	Ottawa, Calgary, USask - new PA programs meetup	U Ottawa, U Calgary, USask
07-Dec	Erin Watson	USask Library Liaison
08-Dec	Dr. Kathy Lawrence	Provincial Department Head - Family Medicine
12-Dec	Erin Brady	CEO, Saskatchewan Healthcare Recruitment Agency
19-Dec	Corey Miller, President & CEO, Emmanuel Health; Tracy Muggli, Executive Director, St. Paul's Hospital	St. Paul's Hospital / Emmanuel Health
20-Dec	Dr. Meredith McKague, Dr. Regina Gjevre	UGME - Associate Dean and Assistant Dean, Curriculum
20-Dec	Dr. Bill Roesler, Dr. Thomas Fisher	Biomedical Sciences Department Heads
10-Jan	various	College of Medicine / Saskatchewan Health Authority Liaison Operations Sub Committee
16-Jan	Dr. Marilyn Baetz, Jacque Zinkowski	Physician Assistant - Faculty pathway for PAs
17-Jan	Dr. Janet Tootoosis	Vice Dean, Indigenous Health
22-Jan	Dr. Meredith McKague	Associate Dean, Undergraduate Medicine
23-Jan	Dr. Jane Alcorn	Dean, Pharmacy and Nutrition
24-Jan	Dr. Brenna Bath	Director, School of Rehabilitation Science

<b>25-Jan</b>	Dr. Regina Gjevre	Assistant Dean, Curriculum
<b>26-Jan</b>	Dr. Cathy MacLean	Director, College of Medicine Faculty Development
<b>30-Jan</b>	Dr. Solina Richter, Dr. Mary Ellen Labreque, Dr. Louise Racine, Dr. Janet Luimes, Mark Tomtene	College of Nursing
<b>30-Jan</b>	Dr. Anurag Saxena	Associate Dean, Postgraduate Medical Education
<b>30-Jan</b>	Dr. Gill White	Associate Dean, Regina Campus
<b>30-Jan</b>	Dr. Adam Baxter-Jones	Interim Associate Provost Health
<b>31-Jan</b>	<b>CoM Faculty Council - Motion</b>	<b>College of Medicine</b>
<b>5-Feb</b>	Ottawa, Calgary, USask - new PA programs meetup	U Ottawa, U Calgary, USask
<b>6-Feb</b>	Dr. Tara Lee	Associate Dean, Rural Medicine
<b>6-Feb</b>	Dr. David Cooper	Vice Dean, Research (Interim)
<b>6-Feb</b>	Ana Crespo-Martin	Director, Faculty Relations
<b>7-Feb</b>	BMI Faculty	Biochemistry, Microbiology and Immunology Department Meeting
<b>8-Feb</b>	Dr. Meredith McKague, Dr. Anurag Saxena, Dr. James Barton, Dr. Cathy MacLean, Dr. Tara Lee, Dr. Gill White	College of Medicine Education Executive Team
<b>8-Feb</b>	Lilia Kusiak, Jill Tzupa, Daniel Fortier, Cliff Olson	Government of Saskatchewan (meeting re: financial supports for students)
<b>14-Feb</b>	Adrienne Hagen / Dr. Brandy Winquist	Saskatchewan Health Authority, Academics and Learning
<b>14-Feb</b>	Steve Chard / Tammy Goebel	Saskatchewan Health Authority, Practitioner Staff Affairs
<b>14-Feb</b>	Mark Walkner	Director, Clinical Learning Services
<b>14-Feb</b>	<b>Graduate Programs Committee – Approval Request</b>	<b>University of Saskatchewan – College of Graduate and Postdoctoral Studies</b>
<b>05-Mar</b>	APP Faculty	Anatomy, Physiology and Pharmacology Department Meeting
<b>06-Mar</b>	Dr. Janet Luimes	College of Nursing, Nurse Practitioner (NP) Program, Academic Lead
<b>22-Mar</b>	Dr. Cathy MacLean	College of Medicine Faculty Development
<b>26-Mar</b>	Steve Chard, Shelley Lofstrom, Adam Mills, Deborah Moynes-Keshen, Kim Statler, Lindell Veitch, Adam Kalyniuk, Jill Tzupa, Lilia Kusiak, Darcy Cherney	SHA Practitioner Staff Affairs and Workforce Planning & Employment Strategies; Ministry of Health Healthcare Human Resources and Research & Analysis for PA Portfolio; Ministry of Advanced Education
<b>27-Mar</b>	<b>Academic Programs Committee – Approval Request</b>	<b>University of Saskatchewan</b>
<b>27-Mar</b>	Erin Brady	CEO, Saskatchewan Healthcare Recruitment Agency (SHRA)
<b>28-Mar</b>	Dr. Sheryl Mills	Associate Director, Academic Programs & Interprofessional Education; Interprofessional Education Curriculum Committee (IPECC)
<b>01-Apr</b>	Dr. Ginger Ruddy	Student Services Director, Office of Student Affairs, College of Medicine
<b>02-Apr</b>	Ottawa, Calgary, USask - new PA programs meetup	U Ottawa, U Calgary, USask
<b>04-Apr</b>	Kristy Corrente and Todd Bryden	Canadian Association of Physician Assistants (CAPA)

<b>09-Apr</b>	Dr. Paul Olszynski	Director of Simulation and Clinical Ultrasonography, College of Medicine
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Upcoming meetings or meeting bookings in progress:

<b>30-Apr</b>	various	Provincial Department Heads/Clinical Division Heads
<b>30-Apr</b>	Corey Miller, President & CEO, Emmanuel Health; Tracy Muggli, Executive Director, St. Paul's Hospital	St. Paul's Hospital / Emmanuel Health



University of Saskatchewan  
**Financial Implications - New or Major Revision of Existing Program Proposal**

**Requirements:**

Of primary importance to the University of Saskatchewan is that academic programs:

- be of high quality
- be in demand by students and the public
- use resources efficiently.

This form identifies the relevant financial implications that should be summarized in your proposal and is to be completed for all new programs and major revisions **(that require new resources)**.

Please ensure that this form is completed and reviewed with Office of Institutional Planning & Assessment **prior** to submission of the program proposal to the Academic Programs Committee of Council.

**Program Information:**

- 1 Name of the program:  
Master of Physician Assistant Studies
- 2 Sponsoring unit (department/college/school):  
College of Medicine
- 3 Is this an interdisciplinary program? If yes, provide details:  
No
- 4 Is there a formal agreement required with any parties external to USask for this program?  
Yes Ministry of Advanced Education, Ministry of Health, Saskatchewan Health Authority, Emmanuel Health / St. Paul's Hospital (December 2024, exploring feasibility of training site)

**Enrolment Expectations:**

- 5 What is the projected student enrolment in the program initially, and over time, and on what evidence is the projection based?  
*Comment upon whether the program is primarily designed to: a) cater to graduates of sponsoring college/school/USask, b) meet a provincial demand (as presented in the SK Growth Plan), c) meet national demand, or d) meet an international demand?*  
20 students initially; enrollment increases will depend on: program demand, funding, and clinical capacity. The program is primarily designed to meet a provincial / national demand.
- 6 What is the minimum number of students needed for this program to be viable? Please provide support for calculation.  
20, see budget calculations. Funding for this program is provided primarily by government funding, as opposed to incremental tuition.
- 7 What is the maximum enrolment, given the limitations of the resources allocated to the program?  
20, given current capital, simulation and clinical placement capacity.
- 8 How is enrolment expected to increase or decrease in the sponsoring college/department, and in other colleges/departments as result of this new program?  
Is the expectation that total enrolment for USask would increase as a result of this new program? *Especially comment if any new courses are being created.*  
For the College of Medicine, graduate level enrolment would increase by 20 seats. This program might influence enrolment in the undergraduate Biomedical Science program, as it creates an additional professional pathway.

**Faculty and Staff:**

- 9 Are there sufficient numbers of appropriately qualified faculty and staff to support the program (teaching, advising, etc)?  
If not, will you be looking to hire? If hiring, what positions and FTE are needed?  
Yes, will be hiring faculty and staff for the program.
- 10 Please explain if/how teaching assignments of (each) unit and instructor are affected by this proposal?  
See attached budget. New resources in biomedical teaching and MD activity-based teaching are required.
- 11 Are courses or programs being eliminated in order to provide time to teach the additional courses? If so, please list.  
No.

**Resource Implications**

- 12 Are there any capital or start-up costs anticipated, and how will these costs be covered?  
*Costs can include new space, renovations, equipment, computer hardware and software, marketing and promotion, faculty recruitment, curriculum development, etc. Please provide the exact amounts on sheet titled "Budget".*  
See budget. 2023/24 space study costs (\$304,000k) for simulation and clinical needs will help inform future renovation or expansion requirements.  
2024/25 equipment and short-term retrofit to be able to start program in 2025 (\$336k)
- 13 Explain budget allocations and how the unit resources will be reallocated to accommodate this proposal. (Unit administrative support, space issues, classroom availability, studio/practice rooms laboratory/clinical or other instructional space requirements)?  
Budget request to provincial government assumes program only proceeds with requested funding. Support costs for CoM and Usask are included in the budget proposal.  
If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered. Please describe the resources available and committed to the program, both in terms of one-time costs and ongoing operating costs.  
N/A
- 14 If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.  
N/A
- 15 List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offset incremental program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions.  
See budget. Government funding + tuition

**Tuition and Student Cost:**

- 17 What tuition will the program be charging (Will the program utilize a special tuition model or existing tuition categories)? *Note: As per the Tuition & Fees policy, authority for tuition approval is delegated to the Provost on behalf of the Board of Governors*  
A range of \$15,000 to \$16,500, to be reviewed before program start. \$15,000 is comparable in 2023/24 but want to consider reflecting 5% increases until program start to keep pace with comparators in 2023/24.
- 18 If this is an interdisciplinary program, please explain the proposal for how tuition could be shared amongst the participating colleges/schools? (please provide supporting documents)  
N/A
- 19 What is the total annual cost of the program for a student (tuition and fees included, if any)?  
\$15,000 - \$16,500 + standard Usask fees (approximately \$1200 for Y1 and \$200 for Y2 for 2023/24) + potential additional fees for rotation travel, books, professional registration, criminal record check, etc. Standard USask fees for 2023/24 are included in this appendix as an FYI. An application fee of \$120 (standard for graduate studies) and an interview fee of \$75 (TBD) will be assessed as well.
- 20 Will there be a tuition deposit for this program? If yes, what is the planned rate?  
[Please visit the Fee Review Committee website for information on the processes to set-up a tuition deposit](#)  
Yes, a tuition deposit of 10% of the total program cost will be charged. University processes will be followed to set this up.
- 21 Compare the proposed total annual cost of the program per student (both domestic and international) with that of similar programs at USask or other relevant institutions (i.e. U15).  
See attached pages for tuition comparison.
- 22 What provisions are being provided for student financial aid and to promote accessibility of the program? What scholarships will students be able to apply for, and what proportion of students would be eligible?  
No additional funding is in the budget for scholarships or bursaries. Our college advancement team is working to engage donors and potential partners to establish an inaugural student scholarship for this program, but this is not yet complete. There are a number of Graduate Student bursaries (USask-level) that these students would be eligible for, including:  
Wolfe Family Graduate Student Scholarships  
Muriel J. Clancy Bursary  
John Spencer Middleton & Jack Spencer Gordon Middleton  
Graduate Bursaries  
Ivan & Margaret Toutloff Bursaries  
Frederick Wheeler & WHT Spary Graduate Scholarship  
  
In addition, the CoM will continue to engage with the provincial government regarding potential incentives to enhance affordability for students and retention of graduates.



### MPAS tuition comparison

A wide range of comparators are presented below, including national Physician Assistant programs and comparable programs in the College of Medicine and across the University of Saskatchewan. Tuition numbers were gathered from best-available information.

Program Comparator	Tuition (annual)	Supplemental fees (annual)	Total	Notes
<b>National program comparators</b>				
McMaster University	\$ 13,500	\$ 1,300	\$ 14,800	1
University of Toronto	\$ 13,500	\$ 1,300	\$ 14,800	1
Dalhousie University	\$ 15,500	\$ 2,400	\$ 17,900	
University of Manitoba	\$ 23,000	\$ 1,701	\$ 24,701	2
University of Calgary	\$ 18,750	Unknown	\$ 18,750	3
University of Ottawa	Unknown	Unknown	Unknown	4
<b>University of Saskatchewan – Comparable programs</b>				
Physical Therapy (MPT)	\$ 11,542	\$ 1,227	\$ 12,769	
Nursing – BSN	\$ 9,162	\$ 1,089	\$ 10,251	
Nursing – PD-BSN	\$ 12,583	\$ 1,089	\$ 13,672	
Nursing – NP	\$ 13,463	\$ 1,227	\$ 14,690	5
Master of Public Health	\$ 15,630	\$ 1,227	\$ 16,857	6
Medicine - MD	\$20,246	\$1,227	\$ 21,473	

1 Ontario tuition is capped (as of 2022) but may not be in the future.

2 Manitoba tuition is more than UGME at the U of M and the high cost may begin to impact enrolment with the launch of other national physician assistant programs.

3 Calgary has not announced official program/tuition details, but sources indicate Y1 will be \$18,750 and Y2 \$20,000.

4 Ottawa's program will not launch until September 2025; program details have not been released.

5 Total program fee.

6 Course based program.

## Proposed Student Fees

The proposed fees will reflect standard graduate student fees<sup>1</sup> and will be updated for program launch year.

### Year 1

Full-time on-campus undergraduate students are registered in 9 or more on-campus credit units per term. During the Spring and Summer Terms, full-time on-campus undergraduate students are registered in 4 or more on-campus credit units per term.

Student fee	Fall 2023	Winter 2024	Spring 2024	Summer 2024
USSU	\$ 55.64	\$ 55.64	\$ 27.82	\$ 27.82
Athletic	\$ 54.20	\$ 54.20	\$ 0.00	\$ 0.00
Recreation	\$ 39.18	\$ 39.18	\$ 0.00	\$ 0.00
Sheaf	\$ 8.88	\$ 8.88	\$ 0.00	\$ 0.00
Student Wellness and Services	\$ 70.00	\$ 70.00	\$ 35.00	\$ 35.00
Dental Insurance	\$ 43.20	\$ 86.41	\$ 0.00	\$ 0.00
Infrastructure	\$ 64.96	\$ 64.96	\$ 32.48	\$ 32.48
Transit (USSU U-Pass)	\$ 95.12	\$ 95.12	\$ 47.56	\$ 47.56
WUSC	\$ 5.00	\$ 5.00	\$ 0.00	\$ 0.00
Health Insurance	\$ 57.71	\$ 115.42	\$ 0.00	\$ 0.00
<b>Total – Year 1</b>	<b>\$ 493.89 CAD</b>	<b>\$ 594.81 CAD</b>	<b>\$ 142.86 CAD</b>	<b>\$ 142.86 CAD</b>

### Year 2

Full- and part-time fees for students enrolled only in off-campus, audit and/or Distance Education classes.

Student fee	Fall 2023	Winter 2024	Spring 2024	Summer 2024
USSU	\$ 27.82	\$ 27.82	\$ 13.91	\$13.91
Student Wellness and Services	\$ 35.00	\$ 35.00	\$ 17.50	\$ 17.50
<b>Total – Year 2</b>	<b>\$ 62.82 CAD</b>	<b>\$ 62.82 CAD</b>	<b>\$ 31.41 CAD</b>	<b>\$ 31.41 CAD</b>

## Application Fees

- A program application fee of \$120 will be charged; this is standard for Graduate Programs
- An interview fee of approximately \$75 will be charged to account for administrative organization and overhead
- The tuition deposit will be 10% of total program fees and will be non-refundable. Appropriate University processes to set this up will be followed.

<sup>1</sup> <https://students.usask.ca/money/tuition-fees/graduate-tuition.php#Studentfees>

			*Year 1 Intake	*Year 1 & 2	
	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
<b>One-time capital costs of program</b>					
- Space needs study, Equipment, furniture, computers, AV for classrooms, etc	304,000	336,000	20,000	-	-
<i>**Not Included (renovation / new build costs for space, CLRC renovation or expansion)</i>		TBD	TBD	TBD	
<b>One-time operating costs of program expansion</b>					
- Term / contract project management & curriculum development	-	265,000	190,000	-	-
- Travel, Advertising, recruitment, etc	5,000	40,000	40,000	-	-
<b>Total one-time costs</b>	<b>309,000</b>	<b>641,000</b>	<b>250,000</b>	<b>-</b>	<b>-</b>
<b>Ongoing costs of program expansion (faculty and staff)</b>					
- Program Lead - Assoc Dean	157,500	270,000	270,000	270,000	270,000
- Faculty Leads - MD		1,260,000	1,260,000	1,260,000	1,260,000
- Faculty - MD - Activity based / community clinical preceptor		-	160,000	240,000	240,000
- Faculty - bio-medical		-	161,000	165,830	170,805
<i>**Not included - Faculty - Activity based / community instructors, guest speakers, lecturers, committee time. Will be refined in the next level of planning for academic delivery of the program</i>	TBD	TBD	TBD	TBD	TBD
- Staff costs - program admin	70,000	246,500	311,395	320,737	330,359
- Staff costs - research, teaching and evaluation		-	372,500	383,675	395,185
- Staff costs - admissions, Student support and placements		-	108,750	112,013	115,373
- Staff costs - IT & Library		-	120,000	123,600	127,308
<b>Ongoing costs of program expansion (operating costs)</b>					
- academic program / student costs		23,000	132,000	116,000	116,000
- administrative costs		-	25,000	22,950	23,414
- CLRC costs		40,000	80,000	80,000	80,000
<i>**Not-included - Student travel and housing support, required blocks outside of home site, funding of electives, etc will be refined in the next level of planning for academic deliver of the program</i>	TBD	TBD	TBD	TBD	TBD
ongoing program costs	227,500	1,839,500	3,000,645	3,094,804	3,128,443
MAE - USASK / CoM Support costs (per provincial funding model physician faculty costs excluded)	28,000	123,800	524,258	529,922	543,377
<b>Total ongoing costs</b>	<b>255,500</b>	<b>1,963,300</b>	<b>3,524,903</b>	<b>3,624,726</b>	<b>3,671,821</b>
Less: Projected tuition revenue & fees		-	305,400	640,800	672,300
<b>Ongoing costs net of tuition</b>	<b>255,500</b>	<b>1,963,300</b>	<b>3,219,503</b>	<b>2,983,926</b>	<b>2,999,521</b>

**Pike, Kaitlin**

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**From:** Beck, Jennifer  
**Sent:** December 13, 2023 1:14 PM  
**To:** Pike, Kaitlin; Olukayode, Joseph  
**Subject:** RE: Master of Physician Assistant Studies - tuition / finance form

Hi Kaitlin,

Thank you for providing clarity on our call that the Dec 22<sup>nd</sup> deadline is for CoM Faculty Council to review and recommend this program. Given that, we have time to work through the non-standard tuition details once you determine when you might be taking this to APC.

Given that this program is to be mainly funded directly by MAE as part of their HHR strategies, the budget you provided looks appropriate knowing that the sustainability of this program is dependent on MAE providing the identified funding needs.

Once you have an idea of when you are aiming for APC, please reach out and we can begin the non-standard tuition discussions.

Cheers,  
-Jennifer

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## Library Requirements for New Programs and Major Revisions

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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 Physician Assistant Studies

1.2. Short form (degree abbreviation): MPAS

1.3. Sponsoring college/department: College of Medicine

1.4. Degree level: Undergraduate  Graduate:

### 2. Current library collections, services, and spaces to support this program

#### 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]

Most materials that will be needed by the students and faculty in this program are already held by the University of Saskatchewan Library. Very little literature is written specifically for use by physician assistants; for the most part, these practitioners use medical books, journals, and databases.

The University Library currently subscribes to large medical ebook packages from the publishers Elsevier (Clinical Key), McGraw-Hill (Access Anesthesiology, AccessEmergency Medicine, AccessMedicine, Access ObGyn, AccessPediatrics, AccessSurgery), WoltersKluwer (Premium Basic Sciences) and Springer (the entire science, technology and medicine frontlist from the last several years). The Library also provides access to many other ebooks.

The University of Saskatchewan Health Sciences Library also holds approximately 55,000 print books on health sciences topics. Those who need access to material that the Library holds only in print but who are unable to come to the Library to get it can ask that it be scanned and emailed to them, (if it is a relatively small amount), or have the item sent out to them through the mail using Distance and Distributed Learning Services.

There are 4 journals specific to this discipline (*Journal of the American Academy of Physician Assistants*, *Journal of Physician Assistant Education*, *Physician Assistant Clinics*, *Journal of Canada's Physician Assistants*). The last is an open-access journal and so is freely available online. The first two are part of the Lippincott Williams and Wilkins package currently

subscribed to by the Saskatchewan Health Information Resources Program (which is therefore available to University of Saskatchewan students, faculty, and staff), while the third is part of the Clinical Key package, which is currently subscribed to by the University of Saskatchewan Library. In total, the University Library currently subscribes to approximately 30,000 electronic journals.

The University Library also subscribes to many online literature databases. These cover the biomedical literature (e.g., MEDLINE, Embase, Cochrane Library, Natural Medicines), the literature of cognate disciplines (e.g., CINAHL, PsycInfo) as well as the sciences more generally (e.g., Scopus, Web of Science).

The Library provides access to the point of care tools DynaMed, Lexicomp, RxFiles, RxTx, and VisualDx, all of which are also available as mobile apps. The use of the apps by University of Saskatchewan faculty, staff and students is included in the library's subscription fees.

Students and faculty can remotely access the Library's electronic resources by logging into the Library's website with their university network services ID (NSID) and password.

If a student or faculty member needs access to a journal article from a journal to which the Library does not subscribe, they can request it through interlibrary loan. This service, offered free to students, faculty, and staff, provides users with an email link to download the PDF of the article within two business days of the submission of the request.

## 2.2. Current library services

[Discuss relevant liaison support, academic skills support, specialized research support]

Liaison librarians collaborate with faculty in the disciplines they serve to deliver information literacy instruction tailored to student needs. They also provide research support through online or in-person consultation for students, faculty and staff in their liaison areas. In addition, library assistants throughout the library system staff a chat reference service.

## 2.3 Current library spaces

[Discuss study, collaborative, research, instructional spaces that may support program goals]

The Leslie and Irene Dubé Health Sciences Library provides many places to study and complete assignments: tables, group study rooms, quiet study carrels, and Learning Commons machines (computers loaded with productivity software).

# 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.]

As mentioned above, no additional journals or databases are needed. However, there are four books specific to this profession that should be purchased at start-up: *Physician Assistants*:

*Policy and Practice* (131.93 USD for unlimited access ebook), *Physician Assistants as Social Innovators in Healthcare* (\$39.95 USD), *Ballweg's Physician Assistant* (\$382.46 USD for access for 3 simultaneous users to the ebook), and the 7-volume *Physician Assistant Student's Guide to the Clinical Year* (\$932.25 for access for 3 simultaneous users to the ebook). Purchasing all of these will cost about \$2020 CAD.

### 3.2. Required changes for library services

[Highlight potential service challenges such as any required distance education service needs, additional academic skills supports 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.]

MPAS students will likely interact with librarians in several ways. In year 1, the students will learn the principles of evidence-based medicine. This will likely entail instruction by a librarian on question formulation, identification of appropriate sources, and literature searching. As Master's students, these students will also be required to do a research project. They may need additional group instruction and perhaps, one-on-one consultations with a librarian to carry out this work. These needs cannot be met by the current librarian complement; additional librarian support (.5 FTE) will be needed.

These students will have already completed an undergraduate degree and admission to physician assistant programs is generally highly competitive, so it is likely that they will make only limited use of the academic skills support services (e.g., study skills, writing help, math help) provided within the Library. The MPAS program does require completion of a research project, so there may be a small increase to interlibrary loan costs, but these can be accommodated by the current interlibrary loan budget. Second-year students will be located across the province, and so there may be additional Distance and Distributed Library Services costs, as the students may ask to have print library materials sent out to them, but these extra costs can also be accommodated within the current Library budget.

### 3.3. 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.]

This program, over the two years, could bring up to an additional 40 students to the University of Saskatchewan Health Sciences Library, though as stated above, some second-year students will be located in communities outside Saskatoon. The students in this program can be accommodated in the present library 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.]

An additional \$2020 to purchase books in this discipline will be required at start-up to support this new program. Additional librarian support (.5 FTE) will be required to provide instruction and research consultations to the MPAS students.

Date: December 12, 2023 \_\_\_\_\_

*Erin Watson*

Liaison Librarian: Erin Watson

Dean, University Library: Charlene Sorensen

*Ch. Sorensen*

Faculty member for the sponsoring college/dept: \_\_\_\_\_

*Just Schulte*





**UNIVERSITY OF  
SASKATCHEWAN**

## **Information Technology Requirements for New Programs and Major Revisions**

This form is to be completed by the faculty member responsible for the program proposal in consultation with Information and Communications Technology. Contact ICT Client Services (phone 4827) 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**

Full name of program: Master of Physician Assistant Studies

### **2. Distance Education**

**Does the new/revised program include courses that are delivered by 'distance education'?**

Yes  No

Face-to-face off-campus

Televised

Multi-mode

Independent Study

Web-based

Other (specify)

The program will include a number of delivery methods. The first year courses would be delivered in person on and off Saskatoon campus. It is also anticipated that there would be a number of lectures delivered with the use of web conferencing tools in real time and pre-recorded for asynchronous delivery. Many second year learning activities will take place in hospital and clinic locations across the province. Those would be in person and with elements of web conferencing.

Overall, this program follows a format similar to what the college uses for UGME.

### **3. Network Requirements**

**3.1 Does the program have any new special network requirements?**

No, network requirements are unchanged from existing program

Yes, the program has the following new network requirements:

Video transmission (specify) Typical video transmission that is currently in place.

General Web and e-mail usage Typical general web and e-mail usage accolated to all USask students.

Large (10MB or more) file transfers All file transfers can be accommodated with the existing technology available to all USask students.

Other (specify)

**3.2 Does the program require any new access to the Internet or the Canadian Research network?**

No, existing access and bandwidth (speed) are adequate. Campus locations provide adequate access and speed.

Yes, additional network access is required. Additional access may be required in locations shared with SHA and/or private clinics. These types of access are coordinated with SHA and private clinics.

Describe new requirements (e.g. type of access, room numbers, number of computers, bandwidth required): TBD, in particular for St.-Paul's Hospital. Currently, St.-Paul's Hospital has access to USask secure wifi. Depending on a specific room, it may be required to add additional access points to improve speeds which would be done in coordination with SHA.

**3.3 Will students require new access to University IT resources (e.g. library, e-mail, computer labs, etc.) from their homes?**

No, home access requirements are unchanged from existing program Requirements similar to UGME.

**4. Software Requirements Please list the software that will be required for the program (e.g. e-mail, web pages, SPSS, discipline-specific software, etc.), and indicate where it needs to be available. Include cost estimates for initial purchase and ongoing support/upgrading, if applicable.**

All USask students are provided with the following:

USask User Name - NSID  
PAWS  
Internet Connection  
Email  
Microsoft Advantage  
VPN (Virtual Private Network)  
Microsoft OneDrive  
Cabinet (File Storage)  
Course Tool - Canvas  
Printing  
Scanning  
Computer Labs  
Software available for students  
Virtual Computer Lab (Vlab)  
On-Campus Wireless  
Web Conferencing  
Lecture Capture (Panopto)

The total cost per student per year is approximately \$380.

The cost of services for faculty varies since the College of Medicine has a very few faculty members teaching full time and requiring all USask tools. Generally, the total cost per full time faculty requiring access to all services on annual basis is approximately \$2700.

In addition to the list above, the College of Medicine students are provided with access to the following standard tools (licensing and IT support for these is covered through the college funding):

One45 (including curriculum management, EPAs, rotations, etc.) - \$2000 per year per 20 learners  
Elentra – no additional funding is required  
Examsoft - \$2000 per year per 20 learners

Occasionally, there is a need in licenses for other types of software. Those are accounted in the college budgets and provided when and as required to either faculty or students or both.

**5. Hardware Requirements**

**Please list any special IT hardware required for the program (e.g. high performance workstations, colour printers, scanners, large disk space, etc.) and indicate whether the new hardware will be provided by the college/department or centrally by the University. Include cost estimates for initial purchase and ongoing support/upgrading.**

Similarly to UGME, students are required to bring their own devices. They may occasionally need access to printers and scanners; however, the currently provided printers are sufficient for this purpose. Printing and other standard student services are listed under paragraph 4.

In terms of audio/video conferencing equipment, all Saskatoon campus classroom spaces are equipped with the required equipment. Off campus locations are typically equipped as well. In cases when new equipment is required at the off campus locations, it is funded by the college. In particular, the college completed a rural sites refresh in 2019. Some Royal University Hospital spaces and West Winds spaces have been refreshed in 2023. At this time, the only locations that may require a college funded refresh would be at St.-Paul's hospital. Any refresh activities would be coordinated with SHA.

**6. Computer Lab Access**

**Does the program have new computer lab access requirements?**

Computer lab access requirements are unchanged from existing program  
General ('walk-in') access is required      hours/week/student  
Access for classes/tutorials is required      hours/week/student

**Estimated number of students in program: 20**

**7. Student IT Support**

**Please describe any new requirements for student IT support (e.g. number of hours training per term, training topics, number of hours of user support per week during office hours and evenings/weekends).**

A maximum of 2 hours of initial orientations by ASPA 1 in a group setting for a total of approximately \$60.

Data on user support numbers is currently unavailable.

**8. Faculty IT Support**

**Please describe any new requirements for faculty IT support (e.g. number of hours training per year, training topics, number of hours of one-on-one support per year, support for course development, support for desktop hardware, software and peripherals, other).**

The College of Medicine faculty support is provided through UGME Office and Medicine IS ICT Team. The resources are in place and it is not anticipated that additional resources would be required at this time.

Health Sciences Hub provides support with some core IT Support Services that are mostly log in and multi factor authentication support requests. Given that the students in this program would be attending courses similar to those of UGME, it is not anticipated that there would be need in additional support for UGME faculty.

**9. Impact on Institutional Systems**

**Please describe any changes that may be necessary to institutional systems in order to support the proposed program (e.g. student information system, telephone registration system, financial systems, etc.). Provide an estimate of the cost of systems modifications. Refer to modifications identified in the Office of the Registrar Consultation Form if applicable.**

It is not anticipated that any changes to the existing institutional systems would be required. The only change is an increase in a number of students.

**Date: December 18, 2023**

**Information and Communications Technology – Ganna Tetyurenko, Associate Director, Info Systems** *Ganna Tetyurenko*

**Faculty Member (sponsoring college/dept) Kent Stobart, Vice Dean Education, College of Medicine**

A handwritten signature in black ink, appearing to read "Kent Stobart". The signature is fluid and cursive, with a long horizontal stroke at the end.



This form is to be completed by the faculty member responsible for the program proposal in consultation with Registrarial Services and the Division of Facilities Management. Contact the Senior Coordinator of Scheduling, Registrarial Services (#4570) or Facilities Planning and Development (#4574) for assistance.

Attach the completed form to the Consultation with the Registrar form prior to submission to the Academic Programs Committee. Additional comments may be attached if required.

**Name of program**

<b>1.0 Space and Renovations</b>		
1.1	Does the new/revised program require space resources in addition to the college/department's present space allocation?	
No		Skip to question 1.3
Yes	X	Describe below
See end page for explanation.		
Type of space		
Amount of space		
Occupants		
Area or capacity		
Special requirements		

**e.g.** Fume hoods, cold rooms, A/C etc.

Some examples of types of space are: classroom, office (faculty, staff, graduate student), laboratory (teaching, research), workshop, studio, rehearsal room, field plot, animal facilities, etc.

1.2	Is the college/department aware of space outside of its resources which can accommodate needs?	
No		Skip to question 1.3
Yes	X	Describe below
For the clinical aspects of the program (primarily Y2), the college is in discussion with SHA and other clinical providers across the province to accomodate our learners in clinical facilities.		

1.3	Does the new/revised program require renovations to the college/department's current space?	
No		Skip to Question 1.3
Yes	X	Describe Below
As described in 1.1, we expect some renovations to the college's current space. Many of those elements are expected to be outlined (for staff and faculty space requirements) via the ongoing space optimization study for the Health Sciences Building. The college expects to use strategies that will be outlined in reports from that project as well as leveraging hybrid/remote work to minimize renovations and costs.		
Desc of renovations		
Rooms		
Present use		
Proposed use		

**Note** - including special installations, e.g. fume hoods

1.4	Has a Project Request form been submitted to Facilities Management for above additions or renos?	
No	X	
Yes		Please attach a copy of the form.

1.5	Can development of any of the proposed additions or renovations be phased or completed in stages?		
	No		
	Yes	X	Please attach a copy providing timeframe and costs for each stage

**2.0 Equipment**

2.1	Does the new/revised program require additional equipment or upgrades to current equipment?			
	No		Yes	Describe
	Equipment required			
	Quantity required			
	Estimated unit cost			
	Estimated total cost			

**Note** - whether the installation of equipment will require additional space or renovations, or if there are special electrical, cooling, ventilation, plumbing, etc. requirements.

**3.0 Funding**

3.1	Are college/dept funds available for the required new space, renovations or equipment?			
	Initial costs			
	No	X	Yes	
	Ongoing operating/maintenance costs? Ongoing operating non-salary costs were included in the funding request to the province. They will not be funded by CoM.			
	No	X	Yes	

**3.2** Are funds available from non-base budget/external sources towards the cost of any of the new space, renovations, or equipment?

	Initial costs			
	No	X	Yes	
	Ongoing operating/maintenance costs? Not presently. The college will work with CoM advancement to gauge interest if required but ongoing non-salary expenses were included in the govt funding request.			
	No	X	Yes	

**3.3** Will there be a request to the Capital Planning Committee for capital funds to accommodate the program?

	No	X	Yes	No. Existing space with the existing CoM footprint for Y1. Clinical practice space for Y2 is out of scope for USask capital.
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**4.0 Additional comments**

**4.1** If relevant, please comment on issues such as adequacy of existing physical resources for delivering the proposed program, the feasibility of proposed additions or renovations, sources as funding, etc.

The program space, capital equipment and light renovation costs are part of the program funding ask to the MAE. If the funding is not granted by the province, the program will not move forward. CoM will work within its existing space to accomodate Y1 needs and Y2 primarily takes place in the clinical community.

[Signature Box]

Associate Registrar

[Date Box]

Date

Attachment to Physical Resource and Space Requirement Form

1.1 Space and Renovations

*Does the new/revise program require space resources in addition to the college/departments present space allocation?*

Yes –

**Educational space:** The MPAS program is expected to require some incremental space for its operations to commence in the 2025 academic year. The basis of the program's first year educational model of space use on the USask campus will be similar to the space use requirements of the UGME/MD program (years 1-2). In particular, we expect to utilize existing USask classroom spaces and small group breakout rooms for MPAS year 1 classes. Year 2 of the two year education program is expected to make use of SHA and clinical facilities across Saskatchewan and have only minor educational requirements on the USask campus in Saskatoon. In both years of the program, simulation space and availability at the CLRC is expected to be in contention and is being studied as part of a current space optimization study and may require more detailed space planning during winter/spring 2024 pending those findings.

**Faculty/staff space:** The MPAS program will use for the most part existing faculty (MD/clinical and biomedical) so the need for dedicated office space will be minimal and the CoM expects to be able to accommodate those needs within its existing space parameters in the Health Sciences Building through optimization. The same is expected to be true for incremental administrative staff positions for this program.

*1.5. Can development of any of the proposed additions or renovations be phased or completed in stages?*

Yes –

We expect the ability to phase in additions and renovations in stages to align with the intake of students and slow transition of the teaching model from our existing physician-led (i.e., not users of dedicated on-campus space) to physician-assistant led. That transition is expected to match the intake of working physician assistants in the province and is likely to occur over 10+ years as a slow and steady pace.

1. Could you please confirm my understanding of the timeline for the process, outlined below?
  - a. The MAE provided funding for a feasibility study for a potential MPAS program in early 2023
  - b. The study was submitted to the MAE in August 2023
  - c. The MAE approved the development of a program proposal in October 2023
  - d. Work began to develop a full program proposal, led by yourself and Gayathri Manoharan
  - e. When the 2024-25 Government of Saskatchewan budget was announced, it included funding for this program with a start date of Fall 2025 and an expectation that 20 students be accepted annually.

What would happen if we had fewer than 20 students in any given year?

Thank you for summarizing the timeline for the MPAS program development process. Regarding item d, I'd like to provide an update on the leadership and team involved. The College of Medicine MPAS Project Team is led by Dr. Kent Stobart, Vice Dean Education, and includes key members such as Dr. Kristen Burrows, Assistant Dean of the PA Program at McMaster University; Greg Power, Chief Operating Officer; Crystal Maslin, Director of Planning & Projects; Dr. Trustin Domes, Director of Admissions and new MPAS Academic Director; and Kaitlin Pike, Project Manager. Additionally, Gayathri Manoharan joined the team in February 2024 to support the program's implementation.

We do not anticipate having issues filling the twenty seats for this program. Since the Government of Saskatchewan announced funding for the program in the 2024-25 budget, The Strategic Communications team from the Government of Saskatchewan and College of Medicine have received significant interest from prospective students. The MPAS Team have been tracking these interests and have a distribution list in place to keep our stakeholders informed and engaged. We are optimistic about meeting the goal of admitting 20 students annually. However, in the event that we have fewer than 20 students in any given year, our curriculum committee will be prepared to adjust the didactic teaching capacity and small group sessions at the Clinical Learning Resource Centre (CLRC) to accommodate the needs of the cohort. We will also collaborate closely with the Saskatchewan Health Authority and the Ministry of Advanced Education to minimize any impact and focus on future recruitment efforts to ensure we meet our program's goals and continually improve our processes.

2. How will the new MPAS program compete with the MD program? I understand that applications are concurrent, but it seems to me that students who are unsuccessful in their application to the MD program may "settle" for the MPAS program and then expect to re-apply to the MD program in future years after their graduation until they are successful. What is the plan for ensuring we actually have PAs and not just MDs-in-waiting, beyond barring MPAS students from applying to the MD program in their first or second year of studies?

This is a great question, it all comes down to student selection and being clear and transparent on what the differences are in the two careers. The MPAS program is strategically designed to attract candidates who are specifically interested in pursuing a career as a Physician Assistant (PA). The admissions criteria and program focus are tailored to attract students with attributes and a strong interest in the PA profession and the shorter time frame to enter the workforce. A



prospective student may be attracted to the PA profession for the non-MD lifestyle, which often translates to a better work-life balance. Throughout the program, PA learners will be exposed to the distinct role of PAs in the healthcare system, emphasizing the collaborative nature of healthcare teams. Our Student Service Model also encompasses elements of career counseling and mentorship opportunities to help MPAS students understand and succeed in their career paths as PAs. We will be collaborating with UGME admissions regarding not allowing current PA students to apply to the MD program.

3. In the academic justification section, it is indicated that the scope of practice of PAs would be determined by their supervising physician. This seems to allow quite a variation in the scope of practice, which is a strength in some cases and a weakness in others. Especially as it's indicated that the supervising physician need not be physically present (e.g., in rural or remote settings, the supervising physician may be based in an urban centre), this may be open to considerable risk. I notice this was also alluded to in the letter of support from the SMA. If supervision is remote, then how can the supervising physician assess competency in a particular applied task? How can quality of care be assured?

The role of the PA and the rights and responsibilities of both the PA and the supervising physician is critical. We are having discussions with COM Faculty Development to develop resources for faculty members, future supervisors and clinical educators which is critical given that this is a new profession. These resources will help physicians understand the PA function and what is appropriate supervision. For the MPAS program, PA learners will be supervised and will not be expected to work independently at all. We do not support a remote supervision model for PAs. The MPAS project team has initiated discussions around change management and aligning resources with Faculty Development and will cross-collaborate at the college level with Faculty Development. The MPAS program will utilize established mechanisms to ensure ongoing assessment of competency and quality of care in our current medical education landscape tailored for rural and remote settings. PAs are also required to maintain certification through continuing education and professional development requirements, contributing to ongoing competence and quality of care.

4. There is some indication that current PAs may be able to contribute to training PA students, however, it's not clear whether the 12 PAs indicated on page 3 have been hired yet by the Government of Saskatchewan. Do we have sufficient capacity for training these students if we don't already have practicing PAs? Relatedly, the letter of support from the SMA indicates that the physician presence should not be lost (which I take to mean that physicians should be teaching PAs). Will this be the case?

The Saskatchewan Health Authority (SHA) is actively in the process of hiring the 12 PAs as approved by the Government of Saskatchewan. Our College of Medicine team is closely collaborating with key stakeholders including the Ministries of Advanced Education and Health – Human Healthcare Resources, Saskatchewan Health Authority's Practitioner Staff Affairs, and Workforce Planning & Employment Strategies team to ensure a coordinated recruitment effort.

We are also discussing strategies to integrate education into the job profiles of PAs within the SHA, including considerations for role flexibility, preceptorship opportunities, and managing academic faculty appointments alongside clinical responsibilities. Similar to the College of Medicine's [Academic Clinical Funding Plan](#) (ACFP) standardized contracts for physicians, which

blend academic and clinical roles, we are exploring possibilities for PAs to have dual capacities that support both our educational mission and clinical practice needs.

Our initial feasibility study and budget planning anticipated an evolutionary model where medical faculty would primarily handle teaching duties during the MPAS program's initial stages. However, as we work towards building the PA profession in Saskatchewan, our goal is to gradually incorporate PAs into teaching roles while leveraging physicians for specialized teaching areas. This approach aims for a self-sustaining MPAS program over time. To operationalize these plans, a subset of stakeholders from the above-mentioned groups will collaborate closely on faculty development, and the overall integration of PAs into the education and training framework to ensure that we are aligning our educational objectives with the unique healthcare needs of our province.

5. In the letter from the SMA, it is indicated that "A PA can never be viewed as a replacement for a physician". It seems that in rural/remote settings, this is exactly what would occur. How can this be prevented?

PAs play a crucial role in extending physician capacity, especially in rural and remote areas where access to healthcare services may be limited, but we agree they will not replace physicians. They contribute significantly to expanding access to quality care while working collaboratively with physicians and other healthcare professionals to deliver comprehensive patient care under supervision.

To prevent any misconceptions about the role of PAs, such as independent remote practice, we are committed to collaborating with our key stakeholders to ensure the public and healthcare community are aware of the legal and fiduciary duty that both PAs and physicians have towards their patients. This collaboration will focus on establishing strategies for education and awareness. One key aspect will be establishing and clearly communicating the scope of practice for PAs and the relationship between PAs and practicing physicians.

6. The link at the bottom of page 3 is broken. Please fix this minor oversight before the document is provided for University Council.

We will ensure this is fixed before submission to University Council.

7. Why are only two specific medically-related prerequisite courses required, when this program is intended to fully train students in only 2 years? At USask, human anatomy and physiology require a fair number of prerequisites, but we can envision that other institutions would have a different setup, and students may apply from anywhere in the country. It's also indicated that the anatomy course from the College of Nursing (NURS 120), which has only one prerequisite: BIOL 120, a first-year biology course, may be an adequate prerequisite for the MPAS program. Basic Human Anatomy (ACB 310), by contrast, has two second-year biology prerequisites. These two anatomy courses do not seem to be equivalent. There may be considerable variation in PA learner preparedness if prerequisites are not consistent in terms of background required.

Our priority is to attract top applicants who demonstrate the potential to succeed in our program but want to balance this with diversity. We aim to avoid creating unnecessary barriers to admission, recognizing that many candidates with backgrounds in non-science backgrounds

can make a great PAs, bringing unique perspectives and skills to the healthcare profession. The two pre-requisite courses in Anatomy and Physiology is consistent with the rest of Canada. Although the admissions requirements are broad, we anticipate that most of the candidates applying for this program will have a health sciences (or health career) backgrounds, however we don't want to exclusively limit the program to these individuals. Thanks for pointing out the differences in pre-requisites between the ACB 310 and NURS 120. We feel that NURS 120 provides the necessary prerequisite knowledge in anatomy for this course and additionally it adds capacity and builds partnerships with our other health sciences colleges, highlighting our commitment to working together.

8. On the admissions process, could you please provide more detail on why the same criteria are examined, with different weights, before and after the interview? Is this typical in PA programs (pages 5 and 6 of the program proposal)?

The two-stage evaluation process (similar to the COM UGME program) is common for programs under medical model/healthcare education. This approach allows programs to evaluate applicants comprehensively, considering both their academic achievement and personal attributes and qualities necessary for success in the healthcare profession, as demonstrated during the interview. The first phase takes into account more academic metrics until interviews are offered and the second phase incorporates the performance of the interview.

9. On this topic, I notice the CASPR is specifically not included. It's then possible that a student who intends to be an MD but has unsatisfactory CASPR results may view the PA program as a "back door" into the MD program. Will any changes to the MD admissions process be proposed as a result of the new PA program, to account for this?

USask COM does not have a minimal CASPer score to apply and candidates are not communicated their actual CASPer result (just a quintile), so we do not anticipate that applicants will use the MPAS program as a "back door" into the MD program for this reason. Additionally, the MPAS is not designed to be a "back door" into the MD program, as applicants to the MD program would still be required to complete all the necessary elements and wouldn't have preferential access to the program. There are no provisions for advanced standing or transfers into or between MPAS and MD programs.

10. Table 1: how are the EPAs for PAs different from the EPAs for family physicians? Indeed, there is a contrast provided in the document between PAs and NPs, but not between PAs and family physicians.

The EPAs for PAs are distinct from the requirements of the College of Family Physicians of Canada, reflecting the unique roles, training pathways, and scopes of practice within the healthcare systems. EPAs for family physicians are tailored to the comprehensive primary care lens provided by these healthcare professionals. While there may be similarities in certain EPAs for all health professionals, such as communication skills and patient-centered care, the roles and responsibilities of a PA are distinct from those of a family physician within healthcare settings. PAs are trained and practice as MD extenders not as MD replacement.

11. Regarding clinical training: it's my understanding that there are limited clinical placement opportunities available to students. That is, there are only so many to go around, and

there are already many MD students (and many NP students, etc.) who need these placements. Will the PA student training conflict with the MD student training? Do we have capacity in the system as-is to take on these additional learners, or will expansion be necessary (especially as we're expecting another 600 seats to be added in nursing professions, and another 32 seats in UGME, according to the budget announcement)?

The MPAS team is currently collaborating closely with Undergraduate Medical Education and Provincial Department Heads to discuss clinical capacity and placements. Additionally, we are actively engaged with our Associate Dean of Rural Medicine to explore the feasibility of regional/rural placements for our program. In addition to these efforts, we are considering various other areas such as multi-layered learning, teamwork, and more for our curriculum and program design. We are also exploring the concept of universal design for learning to enhance flexibility in teaching and learning methods, particularly within healthcare clinical placements. The PA learners will be learning in many different educational contexts outside of traditional acute care learning environments that others practice in and we will also be utilizing more para-medical personnel in our teaching mission (physiotherapists, psychologists, nurses, nurse practitioners, pharmacists, social workers, etc.). Our early stakeholder engagement is promising regarding the warm welcome and collaborative spirit the other health professions are showing towards the MPAS program. It's important to note that our curriculum is still in its early stages, and these aspects will be finalized as we engage in deeper discussions with our key stakeholders.

12. Will PA students be expected to take call shifts, similar to medical residents?

The scope of practice for physician assistants (PAs) mirrors that of their supervising physicians and is defined by legislation, regulations, and professional guidelines specific to each jurisdiction. Regarding call shifts for PA learners, their experience can vary depending on the clinical setting and specialty rotations, but yes we do anticipate on-call experience will be an important learning opportunity.

PA learners typically function similarly to clinical clerks (third and fourth year medical students) during their training. The exact structure of PA student schedules will depend on the educational program's curriculum, clinical placement arrangements, and the requirements of the training institution and healthcare facilities involved.

13. I believe Dr. Regina Taylor-Gjevre's name was misspelled on page 14 of the proposal.

We will ensure this is fixed before submission to University Council.

14. The College Statement on page 20 of the proposal is indicated as pending approval. Has this approval come through?

The notes included in this document are included verbatim from the College of Medicine Faculty Council minutes and will not be approved until March 27; the MPAS proposal was approved by CoM Faculty Council on January 31, pending the approval of University Council and government funding.

15. On page 28 (Appendix B), it is indicated that "residents came to depend on the PA role for bedside teaching". Is it standard for PAs to teach residents?

Typically, PAs and medical residents have different roles and levels of training within the healthcare system. However, PAs can contribute to the education and training of medical residents and other healthcare professionals in various ways. A significantly experienced PA in specialty areas may supervise and mentor residents during clinical rotations by providing guidance and collaborating in a specific area of patient care in which they have mastered a high level of competency. PAs often work closely with medical residents, nurses, and other healthcare team members in clinical settings. Through this interprofessional collaboration, PAs can contribute to the overall learning environment and foster teamwork. PAs may be involved in skills training for residents, particularly in areas where PAs have specialized training or experience.

16. In Appendix C, the difference between a PA and an NP is highlighted. Under the Specialization section, it's shown that NPs average a minimum of 700 - 950 clinical hours, and PAs must complete >1900 hours of patient care experience. Could you please explain the difference between "clinical hours" and "patient care experience"?

Clinical hours generally represent the time spent in clinical settings, encompassing various activities beyond hand-on direct patient care. This may include observation, charting, case review and analysis, administrative tasks, health education and promotion activities, etc., Patient care experience focuses on the hands-on provision of care to patients as part of clinical training. The two terms, however, are often interchangeable and refer to clinical learning and hands on training in the work environment.

17. Also under Appendix C, it is noted under Labor Costs that NPs are more expensive to hire than PAs. Interestingly, it seems that PAs have a greater scope of practice but are paid less. Why is this?

The scope of practice of a PA is not more than an NP, however PAs tend to have more variation in clinical environments over the course of their career (can switch between disciplines more readily). The variation in educational requirements, training pathways, and levels of autonomy between Nurse Practitioners (NPs) and Physician Assistants (PAs) could significantly influence the salary disparities observed. Additionally, historical development and regulatory changes within these professions may impact salary expectations. According to the Canadian Association of Physician Assistants Compensation Report released in December 2022, the compensation structure for PAs in Canada primarily involves salaries ranging from approximately \$75,000 to \$120,000 annually. These figures exclude considerations for on-call duties and overtime hours, reflecting the variability based on individual PA's education, experience, and scope of practice. The report also sheds light on international comparisons, noting that despite PAs being integrated into Canada's healthcare system for a longer period than in some other countries, they continue to be among the most underpaid PAs globally. This disparity may stem from various factors, including differences in healthcare systems, demand for the profession, and the negotiation dynamics within employment contracts.

18. It can be envisioned that, in a rural or remote setting, a PA may be called upon to perform limited obstetrics services. Although "Women's Health" is indicated in the Year 2 Clinical

Rotations (page 34), obstetrics/gynecology is not (but interestingly, surgery is). There is also an indication that in Year 1, under Clinical Skills & Procedures II (page 41), these learners would be conducting "focused physical exams (obs/gyn, urology)" but I wasn't able to find more on this. What is "Women's Health"? Will a PA be able to deliver a baby? (Also, part of this table is not legible, under PA Professional Practice II and III).

Women's health is a comprehensive approach to addressing all aspects of female health and well-being, including reproductive and general health issues and many of the clinical aspects of Obs/Gyne. It is a more comprehensive term and allows us to be more flexible in terms of educational opportunities and preceptors as well. PAs will be involved in labor and delivery in a supportive role supervised by a physician and will not be independently performing deliveries in training (similar to a clinical clerk).

We will ensure the table is fixed before submission to University Council

19. In the New Course Proposal & Creation Form, the bibliography section is highlighted and left empty. Are there resources already indicated for this program?

Now that program funding is assured and as we continue to work towards Council approval, we will begin building a curriculum committee to more thoroughly detail our courses and their requirements, including bibliographies.

20. This may be more a question for the Registrar's Office, but is a tuition deposit of 10% fairly standard? I haven't seen this in my own program.

A non-refundable 10% tuition deposit is in place to hold the seat for a learner and is applied to students who are offered and accepting a spot in the program. This is the same as the CoM UGME program. This deposit was approved by the USask Fee Review Committee on March 14, 2024.

**UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REPORT FOR INFORMATION**

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**PRESENTED BY:** Carolyn Augusta, chair, Academic Programs Committee

**DATE OF MEETING:** April 18, 2024

**SUBJECT:** **Degree-level Certificate in Speech Development and Diversity**

**COUNCIL ACTION:** **For Information Only**

**SUMMARY:**

The Academic Programs Committee has authority to approve certificate programs if they are developed using an approved template.

At its meeting of March 6, 2024 the Academic Programs Committee passed the following motion:

- *That the Academic Programs Committee approve the degree-level certificate in Speech Development and Diversity, effective September 2024*

The committee appreciated how this program will prepare USask students for further study in Speech Language Pathology in programs in Western Canada and notes that revisions to the certificate may be made to align with prerequisite requirements for a USask Speech Language Pathology program, if and when one is developed.

**ATTACHMENTS:**

1. Proposal for Academic or Curricular Change- Degree-level certificate in Speech Development and Diversity



UNIVERSITY OF  
SASKATCHEWAN

## **Proposal for Academic or Curricular Change**

### **PROPOSAL IDENTIFICATION**

**Title of proposal: Degree-level Certificate in Speech Development and Diversity**

Field(s) of Specialization: Speech Development and Diversity

Level(s) of Concentration: Degree-level Certificate

Degree College: Arts & Science

Contact person(s) (name, telephone, fax, e-mail):

Olga Lovick  
Professor and Head, Department of Linguistics  
olga.lovick@usask.ca  
306-966-1156

Proposed date of implementation: September 2024



## **Proposal Document**

In order to combat the shortage of Speech Language Pathologists in Saskatchewan, the provincial government has begun “buying” seats for the M.Sc. program in Speech Language Pathology at the University of Alberta for Saskatchewan students, effective 2022. In the long term, it is hoped that the School of Rehabilitation Science at the College of Medicine at the University of Saskatchewan will develop their own Master’s program in Speech Language Pathology.

Most graduate programs in Speech Language Pathology in Canada require students to have prerequisites from Linguistics and Psychology. The proposed certificate is a bundle of courses that will give students these prerequisites. In addition to courses in Linguistics and Psychology that are required by SLP programs across the nation, the certificate also contains courses that are relevant to Speech Language Pathology in the Saskatchewan context, with large Indigenous and international populations. We want students to develop an understanding of the diversity in language and speech.

Ideally, and pending approval from the School of Rehab Sciences, completion of this certificate will provide applicants to the USask SLP program with a “bonus” recognition in their application.

Students will be advised that it may be beneficial to take additional courses in Linguistics and PSY/HS. Also, many graduate programs require additional courses outside those disciplines (statistics; anatomy). Students will be encouraged to check admissions prerequisites of their desired graduate program to ensure they meet all requirements.

The target audience of the certificate are current students in Linguistics, Psychology and Health Studies as well as (recent) graduates from both programs who may want to upgrade their credentials. We anticipate that it may also be of interest to students and graduates from other disciplines. Students with a certificate in “Speech Development and Diversity” may also use this to ladder into a bachelor’s program in Linguistics or Psychology / Health Studies.

### **Alignment with University priorities**

The proposed certificate meets the University's goal of interdisciplinarity, bundling courses from Linguistics and Psychology/Health Studies.

It also meets the 2025 University Plan aspiration toward meaningful impact, as graduates from this program will have a solid understanding of linguistic diversity and language development, which is essential in today’s interconnected world.

### **Impact on the Department/Risks:**

All courses included in this program are offered regularly. It is anticipated that some courses may see increased enrolment, which can be managed within current teaching assignments/faculty complement. The proposed course, LING 330.3, will be added to the regular rotation of Linguistics course offerings.

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## **College Statement**

From Jennifer Lang, Acting Vice-Dean Academic

I am pleased to confirm that the College of Arts and Science supports the development of a Degree-Level Certificate in Speech Development and Diversity.

The College of Arts and Science is working to provide innovative program options that meet student needs and demand. This program can contribute to reducing the shortage of Speech Language Pathologists in Saskatchewan, by helping more local students gain this certification and return to work in the province. This certificate can be taken on its own, but will also provide a valuable add-on for students who are pursuing or have completed degrees in related disciplines.

The Academic Programs Committee (BA, BFA, BMus) approved the proposals on November 22, 2023, as did the College Faculty Council on February 14, 2024.

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## **Program Description**

### **Speech Development and Diversity**

Certificate (Cert.)

The certificate in “Speech Development and Diversity” is being created for students interested in applying to a graduate program in Speech Language Pathology. It contains courses in Linguistics and Psychology that are required for admission to Speech Language Pathology Programs across Canada, but also courses that are relevant to the Saskatchewan context, with large Indigenous and international populations. Students taking the certificate will develop an understanding of the many dimensions of diversity in language and speech.

Some graduate programs have additional requirements (e.g., anatomy or statistics courses). Students are encouraged to double-check the admissions requirements of the program to which they intend to apply.

### **Major Average**

The major average in the Certificate in Speech Development and Diversity includes the grades earned in:

- All courses eligible to be used in the program

## Residency Requirements in the Major

To receive a Certificate in Speech Development and Diversity, students must complete at least half of the required coursework (to the nearest highest multiple of 3 credit units) from the University of Saskatchewan.

See [Residency](#) for additional details.

## Requirements (24 credit units)

This program requires that students take prerequisite courses not listed below. Please see the course descriptions for details.

- [LING 242.3](#) Phonetics
- [LING 253.3](#) Indigenous Languages of Canada
- [LING 343.3](#) Child Language Development
- LING 330.3 (Language and Speech Diversity and Inclusion) - proposed below
- [PSY 213.3](#) Child Development

Choose **3 credit units** from the following:

- [LING 241.3](#) Introduction to Syntax
- [LING 340.3](#) Principles of Phonology

Choose **3 credit units** from the following:

- [PSY 253.3](#) Introduction to Cognitive Psychology
- [PSY 256.3](#) Psychology of Language

Choose **3 credit units** from the following:

- [PSY 242.3](#) Physiological Psychology
  - [PSY 246.3](#) Introduction to Human Neuropsychology
-

### Program prerequisites:

The certificate requires 15cu's of prerequisite courses. The first four are the prerequisites for senior LING and PSY courses in the certificate. The intent behind including a language class teaching the four skills of communication (reading, writing, speaking, & listening) is to give our students a first-hand insight into what constitutes an "accent" versus a "pathology", and an empathetic perspective on communication difficulties.

### Required courses:

- [LING 112.3](#) Dynamics of Language
- [PSY 120.3](#) Biological and Cognitive Bases of Psychology
- [PSY 121.3](#) Social Clinical Cultural and Developmental Bases of Psychology

### Restricted elective courses:

- [LING 111.3](#) Structure of Language or [LING 114.3](#) Indigenous Languages and Stories Introduction to the Structure of Language)
- **3 credit units** from a language other than English, selected from the following (or appropriate language course taken at another university):
  - [ARBC 114.3](#) Beginning Arabic I
  - [ARBC 117.3](#) Beginning Arabic II
  - [CHIN 114.3](#) Introductory Chinese I
  - [CHIN 117.3](#) Introduction to Chinese II
  - [CREE 101.6](#) Introductory Cree
  - [CREE 110.3](#) nehiyawetan Let Us Speak Cree
  - CREE 120.6
  - [DENE 110.3](#) Dene Language and Culture An Introduction
  - [FREN 103.3](#) Beginning French I
  - [FREN 106.3](#) Beginning French II
  - [FREN 122.3](#) Intermediate French I
  - [FREN 125.3](#) Intermediate French II
  - [GERM 114.3](#) Elementary German I
  - [GERM 117.3](#) Elementary German II
  - [HEB 114.3](#) Introduction to Hebrew I
  - HEB 117.3
  - HNDI 114.3
  - HNDI 117.3
  - [JPNS 114.3](#) Introductory Japanese I
  - [JPNS 117.3](#) Introductory Japanese II
  - [LATN 112.3](#) Latin for Beginners I
  - [LATN 113.3](#) Latin for Beginners II
  - [SNSK 114.3](#) Introduction to Sanskrit I
  - SNSK 117.3
  - [SPAN 114.3](#) Elementary Spanish I
  - [SPAN 117.3](#) Elementary Spanish II
  - [UKR 114.3](#) Elementary Ukrainian I
  - [UKR 117.3](#) Elementary Ukrainian II

**Record of Consultation:**

On 2023-10-04 9:11 a.m., Lovick, Olga wrote:

Hi Valerie,

attached is the corrected version with all changes accepted/comments removed!

Thank you again for inviting me,

olga

**Dr. Olga Lovick** (she/her)

Professor & Head, Department of Linguistics

College of Arts & Sciences | University of Saskatchewan

P: (306) 966-1156

Room 924, Arts Building

9 Campus Drive, Saskatoon, SK S7N 5A5

**From:** Thompson, Valerie <[valerie.thompson@usask.ca](mailto:valerie.thompson@usask.ca)>

**Sent:** Wednesday, October 4, 2023 10:03 AM

**To:** Lovick, Olga <[olga.lovick@usask.ca](mailto:olga.lovick@usask.ca)>

**Subject:** Re: Corrected certificate

Thank you for coming, Olga. It was nice to put a face to the name,  
vt

Valerie A. Thompson

Professor

Department of Psychology

University of Saskatchewan

9 Campus Drive, Saskatoon, SK

Canada S7N 5A5

On 2023-10-20 4:30 p.m., Lovick, Olga wrote:

Hi Valerie,

I quickly wanted to follow up on this: did the Department decide anything wrt the certificate? If so (and if the decision was favorable), could I ask you for a brief email of support to the certificate? I have submitted it to the course challenge, but this requires of course documentation of consultation with affected units!

Cheers and have a great weekend!

olga

**From:** Thompson, Valerie <[valerie.thompson@usask.ca](mailto:valerie.thompson@usask.ca)>  
**Sent:** Friday, October 20, 2023 5:34 PM  
**To:** Lovick, Olga <[olga.lovick@usask.ca](mailto:olga.lovick@usask.ca)>  
**Subject:** Re: Corrected certificate

Very sorry, Olga! The department endorsed it,  
Vt

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UNIVERSITY OF SASKATCHEWAN

School of  
Rehabilitation Science

COLLEGE OF MEDICINE  
MEDICINE.USASK.CA/SRS

104 Clinic Place  
Saskatoon, SK S7N 2Z4 Canada  
Telephone: 306-966-6579  
Fax: 306-966-6575

October 25, 2023

Attention:

Dr Olga Lovick  
Department Head of Linguistics  
College of Arts and Sciences  
University of Saskatchewan

Dear Dr. Lovick,

On behalf of the School of Rehabilitation Science in the College of Medicine at the University of Saskatchewan, I am pleased to provide a letter of support for the linguistics certificate. We are currently involved in negotiations with the Government of Saskatchewan to have a graduate program in speech-language pathology at USASK. This certificate will be advantageous in providing many of the anticipated prerequisites for this program, and be a strong foundation for students interested in pursuing speech language pathology as a career.

I fully support the creation of this linguistic certificate. Please contact me at [Teresa.paslawski@usask.ca](mailto:Teresa.paslawski@usask.ca) if you require more information or if I can be of other assistance.

Sincerely,  
Teresa Paslawski, CCC-SLP  
Associate Dean, School of Rehabilitation Science  
College of Medicine  
University of Saskatchewan



1. Approval by Department Head or Dean

- 1.1 College or School with academic authority: **Arts & Science**
- 1.2 Department with academic authority: **Linguistics**
- 1.3 Term from which the course is effective: **May 2024**

2. Information required for the Catalogue

- 2.1 Label & Number of course: **LING 330**
- 2.2 Academic credit units: **3 credit units**
- 2.3 Course Long Title (maximum 100 characters): **Language and Speech Diversity and Inclusion**  
Course Short Title (maximum 30 characters): **Language and Speech Diversity**
- 2.4 Total Hours: **Lecture** 39    Seminar    Lab    Tutorial    Other
- 2.5 Weekly Hours: **Lecture** 3    Seminar    Lab    Tutorial    Other
- 2.6 Term in which it will be offered:    T1    T2    **T1 or T2**    T1 and T2
- 2.7 Prerequisite: **LING 111.3 or LING 114.3; LING 112.3; and 3 credit units of 100-level ARBC, CHIN, CREE, DENE, FREN, GERM, HNDI, JPNS, SPAN, UKR, or other living language course (not English). Students who are fluent in a language other than English may receive permission to take a LING course in lieu of the language course requirement. Please contact the department to request this permission.**

If there is a prerequisite waiver, who is responsible for signing it?

D – Instructor/Dept Approval

H – Department Approval

**I – Instructor Approval**

- 2.8 Catalogue description (150 words or less):

This course considers language diversity explained by multiple societal factors as well as individual child language development. The overall philosophy of the course is that of multilingualism, multiculturalism, and inclusion. The course addresses language and speech variability, promotes its appreciation, and differentiates between variability and pathology. In particular, the course explores divergent first language acquisition, non-binary and transgender language issues, language innovation resulting from language contact and indigenous varieties of world's major languages.

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

3. Please list rationale for introducing this course:

This course is designed to be the capstone course for the proposed Certificate in Speech Development and Diversity. It enhances the offerings in Linguistics by making an emphasis on various forms and courses of language and speech diversity. The course and the certificate are a response to students demands in courses that would allow them to prepare for Master's degrees in Speech and Language Pathology.

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

See syllabus.

5. **Impact of this course**

- Are the programs of other departments or Colleges affected by this course?  
If so, were these departments consulted? (Include correspondence)  
Were any other departments asked to review or comment on the proposal?

See program proposal.

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? **None**  
6.3 Is this course to be required by your majors, or by majors in another program? **Required for the proposed Certificate in Speech Development and Diversity.**

7. **Course outline**

(Weekly outline of lectures or include a draft of the course information sheet.)

See syllabus.

8. **Enrolment**

- 8.1 Expected enrollment: **35 students**  
8.2 From which colleges? **30 from Arts & Science; 5 from other colleges.**

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**

10. **Required text**

Include a bibliography for the course.

See syllabus.

11. **Resources**

- 11.1 Proposed instructor: **Veronika Makarova, Olga Lovick**  
11.2 How does the department plan to handle the additional teaching or administrative workload?  
**Teaching and other course expenses will be accommodated within the departmental budget.**  
11.3 Are sufficient library or other research resources available for this course? **Yes**  
11.4 Are any additional resources required (library, audio-visual, technology, etc.)? **No**



## 12. Tuition

12.1 Will this course attract tuition charges? If so, how much? (use [tuition category](#)) **Yes, TC01**

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 additional fees required**

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## 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
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	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: **N/A**

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

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

Prerequisite(s): LING 111.3 or LING 114.3; LING 112.3; and 3 credit units of 100-level ARBC, CHIN, CREE, DENE, FREN, GERM, HNDI, JPNS, SPAN, UKR, or other living language course (not English). Students who are fluent in a language other than English may receive permission to take a LING course in lieu of the language course requirement. Please contact the department to request this permission.

- 3.4 Prerequisite(s) or Corequisite(s): course(s) that can be completed prior to or taken at the same time as this course **N/A**
- 3.5 Corequisite(s): course(s) that must be taken at the same time as this course **N/A**
- 3.6 Notes: recommended courses, repeat restrictions/content overlap, other additional information

**4. List Equivalent Course(s) here: N/A**

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

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

**6. Additional Notes: N/A**

**Department of Linguistics,  
University of Saskatchewan**

**LING 330.3 (01) Language and Speech Diversity and Inclusion**

**Time and Location: TBD**

Instructor's name (Veronika Makarova/ Olga Lovick)

Instructor Contact Information

v.makarova@usask.ca P: (306)-966-5641

[olga.lovick@usask.ca](mailto:olga.lovick@usask.ca) P: (306) 966-1156

Instructor Profile:

<https://artsandscience.usask.ca/profile/VMakarova#top>

<https://artsandscience.usask.ca/profile/OLovick#top>

Office Hours: TBD

**Catalogue Description**

This course considers language diversity explained by multiple societal factors as well as individual child language development. The overall philosophy of the course is one of multilingualism, multiculturalism, and inclusion. The course addresses language and speech variability, promotes its appreciation, and differentiates between variability and pathology. In particular, the course explores divergent first language acquisition, non-binary and transgender language issues, language innovation resulting from language contact and indigenous varieties of world's major languages.

Prerequisites: Ling 111.3 or Ling 114.3; 112.3 and 3 credits of 100-level ARBC, CHIN, CREE, DENE, FREN, GERM, HNDI, JPNS, SPAN, UKR, or other living language course (not English). Students who are fluent in a language other than English may receive permission to take a LING course in lieu of the language course requirement. Please contact the department to request this permission.

**Learning Outcomes**

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

- discuss diversity in the language varieties,
- identify basic sources of language variability,
- analyze language and speech variation,
- discuss differences between variation and pathology,
- describe the mechanisms of linguistic diversity inclusion.

**Information on literal descriptors** for grading at the University of Saskatchewan and more can be found in the Academic Courses Policy on course delivery, examinations and assessment of students learning: <http://students.usask.ca/academics/grading/grading-system.php>

## **Course Overview**

This course is structured in 6 modules (lessons). Each module will take approximately 2 weeks to complete. After every 2 modules, you will have a test in class (paper) to make sure that you follow the subject matter and develop relevant skills of analysis. i.e., there will be 3 mid-term tests.

The materials of the modules are as follows:

### **1. Introduction. Old and new diversities in world languages.**

This module introduces traditional diversity (national and regional) and migration, code-switching and language endangerment.

### **2. You have an accent.**

This module examines regional, ethnic, racial and other variability in pronunciation. The research on perception of various accents will be presented. The questions of whether accents may constitute a speech pathology and need modifications will be considered from ethical and sociolinguistic perspectives. In addition, the module introduces “Foreign Accent Syndrome” caused by a stroke or trauma.

### **3. Divergent language attainment in first language acquisition**

This section considers types of language acquisition and focuses on typical vs atypical first language development (including deaf communities and sign language, neurodiversity, autism, aphasias, etc.).

### **4. Gender and voice: language-specific differences and voice work for trans speakers**

This module looks at how languages differ in how gender is expressed through voice features such as pitch, breathiness, creakiness etc. It also discusses voice work for individuals undergoing gender transition.

### **5. Bilingualism and Multilingualism in the official, minority, immigrant and heritage languages**

This module considers language development by bilingual and multilingual speakers. The diversity and divergence of language attainment by bilinguals and multilinguals will be examined following examples from the official, minority, immigrant and heritage languages of Canada.

### **6. Languages in contact and language innovation**

This module considers multilingualism as well as novel language varieties and grammars arising from language contact. The module also highlights the role of language activism in revitalizing endangered languages.

**Course schedule and deadlines:**

week	dates	Module	reading and topic	Assignment	date	Assignment content
week 1	TBD	1	Introduction. Old and new diversities in world languages.			
week 2	TBD	1	Introduction. Old and new diversities in world languages.			
week 3	TBD	2	You have an accent			
week 4	TBD	2	You have an accent			
week 5	TBD	3	Divergent language attainment in first language acquisition	Test 1	TBD	Content of Modules 1-2
week 6	TBD	3	Divergent language attainment in first language acquisition			
week 7	TBD	4	Gender and voice			
week 8	TBD	4	Gender and voice			
week 9	TBD	5	Bilingualism and Multilingualism	Test 2	TBD	Content of Modules 3-4
week 10	No class		Reading week			
week 11	TBD	5	Bilingualism and Multilingualism			
week 12	TBD	6	Languages in contact and language innovation			
week 13	TBD	6	Languages in contact and language innovation			
week 14	TBD		Summary and highlights	Test 3	TBD	Content of Modules 5-6
	TBD			<b>Exam</b>	TBD	

### **Midterm and Final Examination Scheduling**

Midterm and final examinations must be written on the date scheduled.

### **Length and Mode of Final Examination**

The final examination (2 hours) will contain multiple choice, short answer and 1 short essay.

### **Required Activities Outside of Class Time**

N/A

### **Required Resources**

There is no textbook in this class.

The students are required to read the PP slides posted by the instructor as well as required readings below.

### **Required readings:**

Required readings by module

### **Introduction. Old and new diversities in world languages.**

Brando, N., & Morales-Gálvez, S. (2023). Capabilities and Linguistic Justice. *Political Studies*, 71(3), 676–694. <https://doi-org.cyber.usask.ca/10.1177/00323217211033846>

Gao, Y., & Liu, W. (2023). Measures to sustain endangered languages: A bilingual competition model with sliding mode control. *PLoS ONE*, 17(6), 1–16. <https://doi-org.cyber.usask.ca/10.1371/journal.pone.0287850>

### **You have an accent.**

Fontana, S., Panunzi, A., & Saccone, V. (2023). Impacts of language perception and attitudes in Foreign Accent Syndrome. *Clinical Linguistics & Phonetics*, 1–15. <https://doi-org.cyber.usask.ca/10.1080/02699206.2023.2216349>

Isbell, D. R., & Crowther, D. (2023). Revisiting US Undergraduate Perceptions of Non-native English Varieties: From Millennials to Generation Z. *Applied Linguistics*, 44(2), 287–311. <https://doi-org.cyber.usask.ca/10.1093/applin/amac048>

### **Divergent language attainment in first language acquisition**

Hobson, H. M., & Lee, A. (2023). Camouflaging in Developmental Language Disorder: The Views of Speech and Language Pathologists and Parents. *Communication Disorders Quarterly*, 44(4), 247–256. <https://doi-org.cyber.usask.ca/10.1177/15257401221120937>

Lawton, A. (2023). Dialect: A Difference, Not a Disorder: An SLP's personal and educational experiences with dialect inform her clinical plans. *ASHA Leader*, 28(3), 6–7.

### **Gender and voice: language-specific differences and voice work for trans speakers**

Hancock, A. B. (2023). Progressing Toward High-Quality Voice Care for People of All Genders. *Seminars in Speech & Language*, 44(2), 57–60. <https://doi-org.cyber.usask.ca/10.1055/s-0043-1763297>

Leyns, C., Daelman, J., Adriaansen, A., Tomassen, P., Morsomme, D., T'Sjoen, G., & D'haeseleer, E. (2023). Short-Term Acoustic Effects of Speech Therapy in Transgender Women: A Randomized Controlled Trial. *American Journal of Speech-Language Pathology*, 32(1), 145–168. [https://doi-org.cyber.usask.ca/10.1044/2022\\_AJSLP-22-00135](https://doi-org.cyber.usask.ca/10.1044/2022_AJSLP-22-00135)

### **Bilingualism and Multilingualism in the official, minority, immigrant and heritage languages**

Kupisch, T. and Rothman, J. (2016). Terminology matters! Why difference is not incompleteness and how early child bilinguals are heritage speakers. *International Journal of Bilingualism*, 22(5), 564–582

Makarova, V. and Xiang, Q. (2022) Mother tongue to heritage language metamorphosis: the case of Mandarin Chinese in Canada. *Global Chinese*, <https://doi.org/10.1515/glochi-2022-0002>

### **Languages in contact and language innovation**

Hennecke, I., & Wiesinger, E. (2023). Language contact phenomena in multiword units: The code-switching–calquing continuum. *International Journal of Bilingualism*, 1. <https://doi-org.cyber.usask.ca/10.1177/13670069231190209>

Winter-Froemel, E., Ellena, S., & Goldschmitt, S. (2023). Introduction: language contact and linguistic dynamics – speakers, speaker groups, and linguistic structures. *Folia Linguistica*, 57(2), 271–284. <https://doi-org.cyber.usask.ca/10.1515/flin-2023-2019>

### **Recommended readings:**

Recommended readings by module

#### **1.Introduction. Old and new diversities in world languages.**

Camara-Leret, R., & Bascompte, J. (2021). Language extinction triggers the loss of unique medicinal knowledge. *Proceedings of the National Academy of Sciences of the United States of America*, 118(24), 1–5. <https://doi-org.cyber.usask.ca/10.1073/pnas.2103683118>

Christiansen, M. H., Contreras Kallens, P., & Trecca, F. (2022). Toward a Comparative Approach to Language Acquisition. *Current Directions in Psychological Science*, 31(2), 131–138. <https://doi-org.cyber.usask.ca/10.1177/09637214211049229>

Roche, G. (2022). The Necropolitics of Language Oppression. *Annual Review of Anthropology*, 51(1), 31–47. <https://doi-org.cyber.usask.ca/10.1146/annurev-anthro-041420-102158>

## **2. You have an accent.**

Hänsel, E. C., & Meer, P. (2023). Comparing attitudes toward Caribbean, British, and American accents in Trinidad and Tobago, the United Kingdom, and the United States. *World Englishes*, 42(1), 130–149. <https://doi-org.cyber.usask.ca/10.1111/weng.12618>

Kang, O., Yan, X., Kostromitina, M., Thomson, R., & Isaacs, T. (2023). Fairness of using different English accents: The effect of shared L1s in listening tasks of the Duolingo English test. *Language Testing*, 1. <https://doi-org.cyber.usask.ca/10.1177/02655322231179134>

MısıR, H., & Gürbüz, N. (2022). “I like my accent but...”: EFL teachers’ evaluation of English accent varieties. *Language Awareness*, 31(4), 450–469. <https://doi-org.cyber.usask.ca/10.1080/09658416.2021.1965153>

Shea, T., Gibson, A., Szakay, A., & Cox, F. (2023). Australian English speakers’ attitudes to fricated coda /t/. *Australian Journal of Linguistics*, 43(1), 87–119. <https://doi-org.cyber.usask.ca/10.1080/07268602.2023.2223506>

## **3. Divergent language attainment in first language acquisition**

De Villiers, J., Stainton, R. J., & Szatmari, P. (2007). Pragmatic abilities in autism spectrum disorder: A case study in philosophy and the empirical. *Midwest Studies in Philosophy*, 31(1), 292-317.

<https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=2c3b2d857068b8ac5a144e90892de5a5dde3a3fd>

Long, H. L., & Hustad, K. C. (2023). Marginal and Canonical Babbling in 10 Infants at Risk for Cerebral Palsy. *American Journal of Speech-Language Pathology*, 32(4S), 1835–1849.

[https://doi-org.cyber.usask.ca/10.1044/2022\\_AJSLP-22-00165](https://doi-org.cyber.usask.ca/10.1044/2022_AJSLP-22-00165)

Williams, G. L. (2021). Theory of autistic mind: A renewed relevance theoretic perspective on so-called autistic pragmatic “impairment.” *Journal of Pragmatics*, 180, 121–130. <https://doi-org.cyber.usask.ca/10.1016/j.pragma.2021.04.032>

## **4. Gender and voice: language-specific differences and voice work for trans speakers**

Coda, J. (2023). Learning the rules and then disrupting them: LGBTQ Spanish language teachers’ resistance to heteronormativity. *Teaching & Teacher Education*, 122, N.PAG. <https://doi-org.cyber.usask.ca/10.1016/j.tate.2022.103980>

Diamant, N., & Amir, O. (2021). Examining the voice of Israeli transgender women: Acoustic measures, voice femininity and voice-related quality-of-life. *International Journal of Transgender Health*, 22(3), 281–293. <https://doi-org.cyber.usask.ca/10.1080/26895269.2020.1798838>



Shevchenko, T. I., & Sokoreva, T. V. (2023). American telephone voice: Socio-phonetic features of identity in professional and non-professional discourse. *TLC Journal*, 7(2), 72–79. <https://doi-org.cyber.usask.ca/10.22363/2521-442X-2023-7-2-72-79>

### **5. Bilingualism and Multilingualism in the official, minority, immigrant and heritage languages**

Seliger, H. (1996). Primary language attrition in the context of bilingualism. In W. Ritchie and T. Bhatia (eds.). *Handbook of Second Language Acquisition*, 605-25. New York: Academic Press

van der Straten Waillet, P., Crowe, K., Charlier, B., & Colin, C. (2023). Assessing the speech production of multilingual children: A survey of speech-language therapists in French-speaking Belgium. *International Journal of Language & Communication Disorders*, 58(5), 1496–1509. <https://doi-org.cyber.usask.ca/10.1111/1460-6984.12875>

### **6. Languages in contact and language innovation**

Choi, L. J. (2017). Performing “authentic” bilingualism: Authenticity, novel respelling forms, and language ideology in South Korea. *Multilingua*, 36(2), 125–146. <https://doi-org.cyber.usask.ca/10.1515/multi-2015-0091>

Johnson, K. A., & Babel, M. (2023). Language Contact Within the Speaker: Phonetic Variation and Crosslinguistic Influence. *Language & Speech*, 1. <https://doi-org.cyber.usask.ca/10.1177/00238309231182592>

Kecskes, Istvan. *Intercultural pragmatics*. Oxford University Press, USA, 2014. <https://primo-pmtna02.hosted.exlibrisgroup.com/permalink/f/13mcj8r/USaskIII.b36202654>

**No other materials are required, no other resources will be provided.**

### **Grading Scheme**

Test 1 (module 1-2)	20%
Test 2 (module 3-4)	20%
Test 3 (module 5-6)	20%
Final examination (all included)	40%
Total	100%

## Evaluation Components

### Test 1: Modules 1-2

- Value:** 20% of final grade  
**Due Date:** See Course Schedule  
**Type:** You are tested on your comprehension of materials in Modules 1-2  
**Description:** You will write the test in class in paper format. The test contains multiple choice and short answer questions.

### Test 2: Modules 3-4

- Value:** 20% of final grade  
**Due Date:** See Course Schedule  
**Type:** You are tested on your comprehension of materials in Modules 3-4  
**Description:** You will write the test in class in paper format. The test contains multiple choice and short answer questions.

### Test 3: Modules 5-6

- Value:** 20% of final grade  
**Due Date:** See Course Schedule  
**Type:** You are tested on your comprehension of materials in Modules 5-6  
**Description:** You will write the test in class in paper format. The test contains multiple choice and short answer questions.

**The use of calculators or phones, or any other electronic devices is not allowed during any tests and the final exam.**

### Final Exam

- Value:** 40% of final grade  
**Date:** See Course Schedule  
**Length:** 2 hours  
**Type:** Comprehensive (modules 1-6), invigilated, closed book  
**Description:** You will write the exam in the designated space in the university on the assigned examination day and time. The exam will contain multiple choice and short answer questions plus a short essay on a topic you will be provided in advance (500 words), about 2 pages of written text.

### Submitting Assignments

All assignments have to be submitted via Canvas by the due date.

## **Late Assignments**

I will accept late assignments for up to two days after the due dates. There will, however, be a deduction of 5% off the assignment per day it is late. Assignments will not be accepted after this period without an approved extension.

No extensions will be granted unless discussed with the instructor before the due date or as soon as possible after in cases where the reason could not be foreseen ahead of time.

## **Criteria That Must Be Met to Pass**

An average of 50% is required to pass. You can choose not to do some, or all, of the work (e.g., not participate in the discussion or not do the assignments)—your choice. **You will receive a mark of 0 for all components of the classwork that you do not complete.**

## **Attendance Expectations**

I strongly encourage you to attend each class. Regular attendance and active participation are the best recipe for success in this course. If you have to miss a class, it is **your responsibility** to catch up on the material you missed. Session slides will be posted, but it's no replacement for being there.

## **Recording of the Course**

The instructor will not be recording the course. Recording by students will only be allowed in certain circumstances. Please see the instructor on how to receive approval.

## **Copyright**

Materials posted on Canvas or distributed in class will be made available in accordance with Canadian copyright laws. Students are reminded of their obligation to also abide by this legislation.

## **Student Feedback**

Students are encouraged to provide feedback in class, by e-mailing the instructor, during office hours as well as through SLEQ evaluations.

## **Integrity Defined (from the Office of the University Secretary)**

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the

University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct (<https://governance.usask.ca/student-conduct-appeals/academic-misconduct.php> - [StudentAcademicMisconductRegulations](#)) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<https://governance.usask.ca/student-conduct-appeals/non-academic-misconduct.php>)

For more information on what academic integrity means for students see the Academic Integrity section of the University Library Website at: <https://library.usask.ca/academic-integrity.php>

You are encouraged to complete the Academic Integrity Tutorial to understand the fundamental values of academic integrity and how to be a responsible scholar and member of the USask community - <https://libguides.usask.ca/AcademicIntegrityTutorial>

There are also valuable resources on the Integrity Matters website: <https://academic-integrity.usask.ca/>

### **Access and Equity Services (AES) for Students**

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances.

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates.

Students who require accommodations for pregnancy or substantial parental/family duties should contact AES to discuss their situations and potentially register with that office.

Students who require accommodations due to religious practices that prohibit the writing of exams on religious holidays should contact AES to self-declare and determine which accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Any student registered with AES, as well as those who require accommodations on religious grounds, may request alternative arrangements for mid-term and final examinations by submitting a request to AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 (Voice/TTY 1-306-966-7276) or email [aes@usask.ca](mailto:aes@usask.ca).

## **Student Supports**

### **Academic Support for Students**

Visit the [Learning Hub](#) to learn how the University Library supports undergraduate and graduate students. Attend online or in-person workshops, review online resources or book 1-1 appointments for help with:

- First year experience
- Research
- Study strategies and skills
- Writing
- Math and Statistics

### **Teaching, Learning and Student Experience**

The Teaching, Learning and Student Experience Unit (TLSE) focuses on providing developmental and support services and programs to students and the university community. For more information, see <https://students.usask.ca/>.

### **College Supports**

Students in Arts & Science are encouraged to contact the Undergraduate Student Office and/or the Trish Monture Centre for Success with any questions on how to choose a major; understand program requirements; choose courses; develop strategies to improve grades; understand university policies and procedures; overcome personal barriers; initiate pre-career inquiries; and identify career planning resources. Contact information is available at:

[\(http://artsandscience.usask.ca/undergraduate/advising/\)](http://artsandscience.usask.ca/undergraduate/advising/)

### **Treaty Acknowledgement**

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another.

### **Acknowledgements:**

Thanks to the faculty in the Department of Linguistics who contributed to the course development.

## Consultation with the Registrar Form – Record of Approvals

**From:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>

**Sent:** Thursday, February 22, 2024 5:39 PM

**To:** Isinger, Russ <[russell.isinger@usask.ca](mailto:russell.isinger@usask.ca)>; A&S Vice Dean Academic <[asvicedean.academic@usask.ca](mailto:asvicedean.academic@usask.ca)>

**Cc:** Dahl, Alexis <[alexis.dahl@usask.ca](mailto:alexis.dahl@usask.ca)>; Zagiel, Eileen <[eileen.zagiel@usask.ca](mailto:eileen.zagiel@usask.ca)>; Doell, Jason <[jason.doell@usask.ca](mailto:jason.doell@usask.ca)>; Storey, Amanda <[amanda.storey@usask.ca](mailto:amanda.storey@usask.ca)>; Beck, Jennifer <[jennifer.beck@usask.ca](mailto:jennifer.beck@usask.ca)>

**Subject:** Consultation with the Registrar - Certificate in Speech Development and Diversity

Dear Russ and Dr. Lang,

Please see the completed Consultation with the Registrar Form to propose the following new degree-level undergraduate certificate in the College of Arts & Science for implementation in the 2024-25 Addendum to the Catalogue:

1. Certificate in Speech Development and Diversity

Jennifer Beck, I have copied you here to ensure your office is aware of this certificate proposal for implementation in September 2024. Please note that this certificate will charge standard tuition rates and will follow the standard per credit unit tuition assessment method.

Please “reply-all” with your confirmation that the detail in the form is correct. Your confirmation email will replace a signature of approval.

Thank you,  
Seanine

Seanine Warrington, M.A.  
she/her  
Senior Editor and Coordinator  
Catalogue and Academic Programs

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**From:** Isinger, Russ <[russell.isinger@usask.ca](mailto:russell.isinger@usask.ca)>

**Date:** Tuesday, February 27, 2024 at 8:57 AM

**To:** Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>, A&S Vice Dean Academic <[asvicedean.academic@usask.ca](mailto:asvicedean.academic@usask.ca)>

**Cc:** Dahl, Alexis <[alexis.dahl@usask.ca](mailto:alexis.dahl@usask.ca)>, Zagiel, Eileen <[eileen.zagiel@usask.ca](mailto:eileen.zagiel@usask.ca)>, Doell, Jason <[jason.doell@usask.ca](mailto:jason.doell@usask.ca)>, Storey, Amanda <[amanda.storey@usask.ca](mailto:amanda.storey@usask.ca)>, Beck, Jennifer <[jennifer.beck@usask.ca](mailto:jennifer.beck@usask.ca)>

**Subject:** RE: Consultation with the Registrar - Certificate in Speech Development and Diversity

Approved.

**Russell Isinger, BA, MA**  
he/him

Associate Vice-Provost and University Registrar, Teaching, Learning, and Student Experience  
Professional Affiliate, Department of Political Studies, College of Arts and Science

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**From:** A&S Vice Dean Academic <[asvicedean.academic@usask.ca](mailto:asvicedean.academic@usask.ca)>  
**Sent:** Tuesday, February 27, 2024 10:11 AM  
**To:** Isinger, Russ <[russell.isinger@usask.ca](mailto:russell.isinger@usask.ca)>; Warrington, Seanine <[seanine.warrington@usask.ca](mailto:seanine.warrington@usask.ca)>  
**Cc:** Dahl, Alexis <[alexis.dahl@usask.ca](mailto:alexis.dahl@usask.ca)>; Zagiel, Eileen <[eileen.zagiel@usask.ca](mailto:eileen.zagiel@usask.ca)>; Doell, Jason <[jason.doell@usask.ca](mailto:jason.doell@usask.ca)>; Storey, Amanda <[amanda.storey@usask.ca](mailto:amanda.storey@usask.ca)>; Beck, Jennifer <[jennifer.beck@usask.ca](mailto:jennifer.beck@usask.ca)>  
**Subject:** Re: Consultation with the Registrar - Certificate in Speech Development and Diversity

Hello everyone,  
I confirm that the information in the attached document is correct.  
Best wishes,  
Jen

Jennifer Lang, Ph.D.  
Acting Vice-dean Academic, College of Arts & Science, Arts 230  
Associate Professor, Music Education/Choral  
University of Saskatchewan  
Department of Music  
1049 Education Building  
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## Consultation with the Registrar Form

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

### Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

- 1 Is this a new degree, diploma, or certificate? Yes  No   
Is an existing degree, diploma, or certificate being renamed? Yes  No   
If you've answered NO to each of the previous two questions, please continue on to the next section.
- 2 What is the name of the new degree, diploma, or certificate?  

Certificate in Speech Development and Diversity - long description  
CSDD [Cert in Speech Devel Diversity] - suggested code and short description  
  
[60 character maximum for the long description; 30 character maximum for short description; 6 character maximum for code]
- 3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]  

Cert.
- 4 If you have renamed an existing degree, diploma, or certificate, what is the current name?  

N/A
- 5 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?  

Degree Level
- 6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program? Yes  No
- 7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:  

CSDD [In Cert in SpeechDevDiversity] - suggested code and description
- 8 Which College is responsible for the awarding of this degree, diploma, or certificate?  

College of Arts and Science
- 9 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.  

N/A



10

Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

NOTE: Minors and concentrations are listed on transcripts, but not on parchments (this note also applies to options which are built as concentrations in Banner).

Speech Development and Diversity - SPDD [Speech Development Diversity] - suggested code and description

One major is required on all programs [4 characters for code and 30 characters for description]

11

If this is a new graduate degree, is it thesis-based, course-based, or project-based?

N/A

**Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information**

1

Is this a new program?

Is an existing program being revised?

If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

2

If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

Certificate in Speech Development and Diversity - long description  
CSDD [Cert in Speech Devel Diversity] - suggested code and short description

3

What is the name of this new/revised program?

Certificate in Speech Development and Diversity - long description  
CSDD [Cert in Speech Devel Diversity] - suggested code and short description

4

What other program(s) currently exist that will also meet the requirements for this same degree(s)?

N/A

5

What College/Department is the academic authority for this program?

College of Arts and Science / Department of Linguistics

6

Is this a replacement for a current program?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	--------------------------	----	-------------------------------------

7

If YES, will students in the current program complete that program or be grandfathered?

N/A

8

If this is a new graduate program, is it thesis-based, course-based, or project-based?

N/A

9

If this is a new non-degree or undergraduate level program, what is the expected completion time?

1 year (24 credit units)

**Section 3: Mobility**

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility? Yes  No

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed? Yes  No

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

#### Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program? Yes  No  Revised

If you've answered NO, please continue on to the next section.

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

3 What is the name of this new / revised major, minor, or concentration?

4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5   
Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

**Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)**

1 Is this a new or revised disciplinary area attached to an existing graduate degree program? Yes  No  Revised   
If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

**Section 6: New College / School / Center / Department or Renaming of Existing**

1 Is this a new college, school, center, or department? Yes  No   
Is an existing college, school, center, or department being renamed? Yes  No   
Is an existing college, school, center, or department being deleted? Yes  No   
If you've answered NO to each of the previous two questions, please continue on to the next section.

- 2 What is the name of the new (or renamed or deleted) college, school, center, or department?
- 3 If you have renamed an existing college, school, center, or department, what is the current name?
- 4 What is the effective term of this new (renamed or deleted) college, school, center, or department?
- 5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?
- 6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?
- 7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

**Section 7: Course Information - AS PER CURRENT SET-UP**

- 1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?
- 2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?
- 3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?
- 4 Does the program timetable use standard class time slots, terms, and sessions? Yes  No   
 If NO, please describe.
- If NO, a class schedule including the start and end dates, contact hours per week, and special requirements of classes, must be included in the submission package. Has a schedule been provided? Yes  No
- 5 Does this program, due to pedagogical reasons, require any special space or type or rooms? Yes  No   
 If YES, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

**Section 8: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP FOR CERTIFICATES**

1 Will students apply on-line? If not, how will they apply?

2 What term(s) can students be admitted to?

3 What is the application deadline for each term(s) students can be admitted to?

4 For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?

5 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?

6 Does this impact enrollment?

7 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

8 Can classes towards this program be taken at the same time as another program?

9 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

10 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

11 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

12 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

13 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

14 Letter of acceptance - are there any special requirements for communication to newly admitted students?

15 Will the standard application fee apply?

16 Will all applicants be charged the fee or will current, active students be exempt?

17 Is there a tuition deposit required? Yes  No   
**NOTE:** Tuition deposits are non-refundable.

If YES, what is the amount?

If YES, has it been approved by the Fee Review Committee?

18 Are international students admissible to this program? If YES, see Section 18 for Tuition and Fees information. Yes  No

**Section 9: Government Loan Information**

NOTE: Federal / provincial government loan programs require students to be full-time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?

2 If this is a new program, do you intend that students be eligible for student loans?  
Yes

**Section 10: Convocation Information (only for new degrees)**

1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?  
No - as this is a certificate program

2 If YES, has the Office of the University Secretary been notified?

3 When is the first class expected to graduate?  
Spring Convocation 2025 (earliest possible date)

4 What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Expected enrolment is 35 students  
Anticipate 7 students will graduate per year

### Section 11: Schedule of Implementation Information

1 What is the start term?

202409 [September 2024]

2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes  No

If YES, what and by what date?

### Section 12: Registration Information - AS PER CURRENT SET-UP

1 What year in program is appropriate for this program (NA or a numeric year)?

(General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

2 Will students register themselves?

Yes  No

If YES, what priority group should they be in?

### Section 13: Academic History Information - AS PER CURRENT SET-UP

1 Will instructors submit grades through self-serve?

Yes  No

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

### Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s?

Yes  No

Internship/Coop CRA Requirements

2 Is this an internship or coop program?

Yes  No

If yes, proceed to the following questions.

3 Is the coop a requirement of the student's degree program? If this is a requirement of their degree proceed to the below questions; otherwise, no months are to be provided.

Yes  No

4 Is the student required to work 10 hours per week on "work in the program" that is evaluated (i.e. graded) by someone from the University (for full time months) or 12 hours per month (for part-time months)? These hours would typically be over and above the hours worked for the 3rd party employer (see question 5 below).

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

5 Is the "work in the program that is graded by USask" a minimum of 3 consecutive weeks?

6 The work hours done in the coop for 3rd party employer typically, would not count unless it was graded by someone hired by USask. If it is graded by someone hired by USask, please explain exactly what is graded and how many hours approximately a student spends each week on these assignments (for full time months) or time spent each month (for part-time months).

### Section 15: Awards Information - AS PER CURRENT SET-UP

1 Will terms of reference for existing awards need to be amended?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

### Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

### Section 17: Program Termination

1 Is this a program termination?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

If yes, what courses?

4 Are there currently any students enrolled in the program?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

If yes, will they be able to complete the program?



5 If not, what alternate arrangements are being made for these students?

6 When do you expect the last student to complete this program?

7 Is there mobility associated with this program termination?

Yes  No

If yes, please select one of the following mobility activity types.

- Dual Degree Program
- Joint Degree Program
- Internship Abroad Program
- Term Abroad Program
- Taught Abroad Course
- Student Exchange Program


Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes  No

**Section 18: Proposed Tuition and Student Fees Information - AS PER CURRENT SET-UP**

1 How will tuition be assessed?

Standard Undergraduate per credit	<input type="checkbox"/>
Standard Graduate per credit	<input type="checkbox"/>
Standard Graduate per term	<input type="checkbox"/>
Non standard per credit*	<input type="checkbox"/>
Non standard per term*	<input type="checkbox"/>
Other *	<input type="checkbox"/>
Program Based*	<input type="checkbox"/>

\* See attached documents for further details

2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes  No

If NO, please describe.

5 What is the Financial Strategy Office's recommendation regarding tuition assessment? Have they signed off on the tuition/fee budget portion of the proposal?

6 Will students outside the program be allowed to take the classes?

7 If YES, what should they be assessed? (This is especially important for program based.)

8 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

9 Do standard cancellation fee rules apply?

10 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

11 Are you moving from one tuition code (TC) to another tuition code? Yes  No

If YES, from which tuition code to which tuition code?

12 If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount. Yes  No

13 If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

**Section 20: TLSE - Information Dissemination (internal for TLSE use only)**

1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program? Yes  No

2 Has TLSE, Admissions, been informed about this new / revised program? Yes  No

3 Has TLSE, Student Finance and Awards, been informed about this new / revised program? Yes  No

4 Has TLSE, Transfer Credit, been informed about any new / revised courses? Yes  No

5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration? Yes  No

6 Has the Library been informed about this new / revised program? Yes  No

- |     |  |    |  |
|-----|--|----|--|
| Yes |  | No |  |
| Yes |  | No |  |
| Yes |  | No |  |
- 7 Has ISA been informed of the CIP code for new degree / program / major?
- 8 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?
- 9 Has the Convocation Coordinator been notified of a new degree?
- 10 What is the highest level of financial approval required for this submission? Check all that apply.
- a. None - as it has no financial implications
  - OR
  - b. Fee Review Committee
  - c. Financial Strategy Office (FSA)
  - d. Office of the Provost
  - e. Board of Governors
  - f. Other

**SIGNED**

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

### Consultation with the Registrar Form

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

#### Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1 Is this a new degree, diploma, or certificate?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

Is an existing degree, diploma, or certificate being renamed?

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new degree, diploma, or certificate?

<p>Certificate in Speech Development and Diversity - long description</p> <p>CSDD [Cert in Speech Devel Diversity] - suggested code and short description</p> <p>[60 character maximum for the long description; 30 character maximum for short description; 6 character maximum for code]</p>
--

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

Cert.
-------

4 If you have renamed an existing degree, diploma, or certificate, what is the current name?

N/A
-----

5 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?

Degree Level
--------------

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

CSDD [In Cert in SpeechDevDiversity] - suggested code and description
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8 Which College is responsible for the awarding of this degree, diploma, or certificate?

College of Arts and Science
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9 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

N/A
-----

10 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

NOTE: Minors and concentrations are listed on transcripts, but not on parchments (this note also applies to options which are built as concentrations in Banner).

Speech Development and Diversity - SPDD [Speech Development Diversity] - suggested code and description

One major is required on all programs [4 characters for code and 30 characters for description]

11 If this is a new graduate degree, is it thesis-based, course-based, or project-based?

N/A

Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information

1 Is this a new program?

Yes  No

Is an existing program being revised?

Yes  No

If you've answered NO to each of the previous two questions, please continue on to the next section.

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

Certificate in Speech Development and Diversity - long description  
CSDD [Cert in Speech Devel Diversity] - suggested code and short description

3 What is the name of this new/revised program?

Certificate in Speech Development and Diversity - long description  
CSDD [Cert in Speech Devel Diversity] - suggested code and short description

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?

N/A

5 What College/Department is the academic authority for this program?

College of Arts and Science / Department of Linguistics

6 Is this a replacement for a current program?

Yes  No

7 If YES, will students in the current program complete that program or be grandfathered?

N/A

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

N/A

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

1 year (24 credit units)

Section 3: Mobility

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes  No

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes  No

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

**Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)**

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?  
If you've answered NO, please continue on to the next section.

Yes  No  Revised

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

3 What is the name of this new / revised major, minor, or concentration?

4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5 Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

**Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)**

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?  
If you've answered NO, please continue on to the next section.

Yes  No  Revised

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?





**Section 6: New College / School / Center / Department or Renaming of Existing**

1 Is this a new college, school, center, or department?

Is an existing college, school, center, or department being renamed?

Is an existing college, school, center, or department being deleted?

If you've answered NO to each of the previous two questions, please continue on to the next section.

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

2 What is the name of the new (or renamed or deleted) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed or deleted) college, school, center, or department?

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

Section 7: Course Information - AS PER CURRENT SET-UP

1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

No

2 If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

4 Does the program timetable use standard class time slots, terms, and sessions? Yes  No

If NO, please describe.

If NO, a class schedule including the start and end dates, contact hours per week, and special requirements of classes, must be included in the submission package. Has a schedule been provided?

Yes  No

5 Does this program, due to pedagogical reasons, require any special space or type or rooms? Yes  No

If YES, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

**Section 8: Admissions, Recruitment, and Quota Information - AS PER CURRENT SET-UP FOR CERTIFICATES**

1 Will students apply on-line? If not, how will they apply?

2 What term(s) can students be admitted to?

3 What is the application deadline for each term(s) students can be admitted to?

4 For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?

5 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?

6 Does this impact enrollment?

7 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

8 Can classes towards this program be taken at the same time as another program?

9 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

10 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

11 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

12 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

13 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

14 Letter of acceptance - are there any special requirements for communication to newly admitted students?

15 Will the standard application fee apply?

16 Will all applicants be charged the fee or will current, active students be exempt?

17 Is there a tuition deposit required?

Yes  No

**NOTE:** Tuition deposits are non-refundable.

If YES, what is the amount?

If YES, has it been approved by the Fee Review Committee?

18 Are international students admissible to this program? If YES, see Section 18 for Tuition and Fees information.

Yes  No

**Section 9: Government Loan Information**

NOTE: Federal / provincial government loan programs require students to be full-time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?

[Empty text box]

2 If this is a new program, do you intend that students be eligible for student loans?

Yes

**Section 10: Convocation Information (only for new degrees)**

1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?

No - as this is a certificate program

2 If YES, has the Office of the University Secretary been notified?

[Empty text box]

3 When is the first class expected to graduate?

Spring Convocation 2025 (earliest possible date)

4

What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Expected enrolment is 35 students  
Anticipate 7 students will graduate per year

**Section 11: Schedule of Implementation Information**

1 What is the start term?

202409 [September 2024]

2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes  No

If YES, what and by what date?

[Empty text box]

**Section 12: Registration Information - AS PER CURRENT SET-UP**

1 What year in program is appropriate for this program (NA or a numeric year)?

(General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

2 Will students register themselves?

Yes  No

If YES, what priority group should they be in?

**Section 13: Academic History Information - AS PER CURRENT SET-UP**

1 Will instructors submit grades through self-serve?

Yes  No

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

**Section 14: T2202 Information (tax form)**

1 Should classes count towards T2202s?

Yes  No

Internship/Coop CRA Requirements

2 Is this an internship or coop program?

Yes  No

If yes, proceed to the following questions.

3 Is the coop a requirement of the student's degree program? If this is a requirement of their degree proceed to the below questions; otherwise, no months are to be provided.

Yes  No

4 Is the student required to work 10 hours per week on "work in the program" that is evaluated (i.e. graded) by someone from the University (for full time months) or 12 hours per month (for part-time months)? These hours would typically be over and above the hours worked for the 3rd party employer (see question 5 below).

Yes  No

5 Is the "work in the program that is graded by USask" a minimum of 3 consecutive weeks?

Yes  No

6

The work hours done in the coop for 3rd party employer typically, would not count unless it was graded by someone hired by USask. If it is graded by someone hired by USask, please explain exactly what is graded and how many hours approximately a student spends each week on these assignments (for full time months) or time spent each month (for part-time months).

**Section 15: Awards Information - AS PER CURRENT SET-UP**

1 Will terms of reference for existing awards need to be amended?

Yes  No

2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

**Section 16: Government of Saskatchewan Graduate Retention (Tax) Program**

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

Yes  No

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.



Section 17: Program Termination

1 Is this a program termination? Yes  No

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination? Yes  No

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes  No

If yes, will they be able to complete the program?

5 If not, what alternate arrangements are being made for these students?

6 When do you expect the last student to complete this program?

7 Is there mobility associated with this program termination? Yes  No

If yes, please select one of the following mobility activity types.

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes  No

Section 18: Proposed Tuition and Student Fees Information - AS PER CURRENT SET-UP

1 How will tuition be assessed?

- Standard Undergraduate per credit
- Standard Graduate per credit
- Standard Graduate per term
- Non standard per credit\*
- Non standard per term\*
- Other \*
- Program Based\*

\* See attached documents for further details

2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes  No

If NO, please describe.

5 What is the Financial Strategy Office's recommendation regarding tuition assessment? Have they signed off on the tuition/fee budget portion of the proposal?

6 Will students outside the program be allowed to take the classes?

7 If YES, what should they be assessed? (This is especially important for program based.)

8 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

9 Do standard cancellation fee rules apply?

10 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

11 Are you moving from one tuition code (TC) to another tuition code?

Yes  No

If YES, from which tuition code to which tuition code?

12 If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount.

Yes  No

13

If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 20: TLSE - Information Dissemination (internal for TLSE use only)

- 1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program? Yes  No
- 2 Has TLSE, Admissions, been informed about this new / revised program? Yes  No
- 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program? Yes  No
- 4 Has TLSE, Transfer Credit, been informed about any new / revised courses? Yes  No
- 5 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration? Yes  No
- 6 Has the Library been informed about this new / revised program? Yes  No
- 7 Has ISA been informed of the CIP code for new degree / program / major? Yes  No
- 8 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes? Yes  No
- 9 Has the Convocation Coordinator been notified of a new degree? Yes  No
- 10 What is the highest level of financial approval required for this submission? Check all that apply.
  - a. None - as it has no financial implications
  - OR
  - b. Fee Review Committee
  - c. Financial Strategy Office (FSA)
  - d. Office of the Provost
  - e. Board of Governors
  - f. Other

SIGNED

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):

**AGENDA ITEM NO: 8.1**

**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
NOTICE OF MOTION**

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**PRESENTED BY:** Roy Dobson, Chair, Governance Committee

**DATE OF MEETING:** April 18, 2024

**SUBJECT:** College of Law Faculty Council Bylaws Revisions

**COUNCIL ACTION:** Notice of Motion

*It is recommended by Governance that Council approve the changes to the College of Law Faculty Bylaws as attached, effective immediately.*

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**PURPOSE:**

Revisions to Faculty Council Bylaws require approval by University Council at the recommendation of the Governance Committee of Council. This is a notice of motion to Council to approve revisions to College of Law Faculty Council Bylaws in accordance with the requirement for a 30-day notice of any University Council Bylaws amendments. A request for decision on the proposed revisions to these bylaws will be presented to Council on May 16, 2024.

**SUMMARY:**

The College of Law is looking to change their Teaching and Learning Committee from an ad hoc committee to a formal committee within their faculty council. The Governance Committee met on April 9, 2024, with Dr. Heaven, Associate Dean, College of Law to review the revisions and voted in favour of the changes.

**ATTACHMENTS:**

1. Summary of College of Law Faculty Bylaws Revisions
2. Revised College of Law Faculty Bylaws

**February 2024 Revisions:**

**Standing Committees (University Council Authority)**

Addition:

5.11: Teaching and Learning Committee

- A. Terms of Reference - The Teaching and Learning Committee enhances and supports teaching and learning at the College of Law by providing relevant information and opportunities to College of Law instructors and making relevant recommendations to Faculty Council. The Committee also coordinates peer review of teaching procedures at the College of Law.
- B. Membership - The Dean appoints members as necessary.
- C. Quorum - Quorum is the Chair and one other faculty member of the committee.
- D. Chair - The Dean appoints the Chair.

**College of Law Bylaw**

**Adopted February 29, 2024**

## **Introduction**

1. This bylaw describes aspects of governance of the College of Law. To the extent there is any inconsistency between this bylaw and any previous resolution of the Faculty Council or other committee of the College of Law, this bylaw prevails. Matters of student evaluation generally are regulated by the *Academic Courses Policy on Course Delivery, Examinations, and Assessment of Student Learning* as supplemented and modified by the College of Law Assessment Regulations. In the event of a conflict between the *Academic Courses Policy on Course Delivery, Examinations, and Assessment of Student Learning* and the College of Law Academic Regulations, the *Academic Courses Policy on Course Delivery, Examinations, and Assessment of Student Learning* prevails.

## **Types of Authority**

2. College of Law faculty members exercise decision-making authority in three main ways:

- As part of the College of Law Faculty Council (“Faculty Council”), which derives its authority from the University Council and the *University of Saskatchewan Act, 1995*;
- As faculty members exercising decision-making authority in collegial processes under the collective bargaining agreement between the University and the Faculty Association; and
- As members of the faculty assisting or being consulted by the Dean or Associate Deans of the College of Law as they fulfill their administrative responsibilities.

This bylaw is primarily concerned with facilitating the workings of Faculty Council, but for the purpose of clarity also includes matters outside of Faculty Council.

## **Faculty Council**

3. The Faculty Council of the College of Law is continued, with membership in accordance with the University Council Bylaws, Part Three, article V, 1.<sup>1</sup> Faculty members on leave retain their right to participate in meetings.

3.1 Faculty Council has the power to recommend changes in its membership to the University Council by obtaining the majority approval of Faculty Council.

3.2 Faculty Council has the power to amend this bylaw. Amendments to this bylaw require a two-thirds majority of those present.

3.3 In addition to other duties it takes on itself, Faculty Council fulfills the duties assigned to it by Part 3, article V, 2 of the University Council Bylaws, specifically the duties:

- (a) to make recommendations to University Council concerning the requirements for admission to programs offered by the college;
- (b) to establish and report to University Council on the number of students who may be admitted to the college and to report to University Council on the number of students admitted each year;



- (c) to make recommendations to University Council concerning addition, deletion or modification of courses and programs of study, and concerning the requirements for successful completion of such programs;
- (d) to establish and publish rules and methods for the progression and graduation of students and for their suspension or requirement to withdraw permanently for failure to meet the requirements for progression;
- (e) subject to the *Academic Courses Policy on Course Delivery, Examinations, and Assessment of Student Learning*, to establish and publish rules and standards with respect to the assessment and examination of students in courses and programs offered by the college;
- (f) to make decisions concerning progression of students and concerning their suspension or requirement to withdraw, in accordance with the rules approved by Faculty Council, and to hear appeals of such decisions;
- (g) to approve candidates for degrees, diplomas and certificates;
- (h) to approve candidates for scholarships, prizes, and other awards and honours;
- (i) to establish a mechanism for appointing hearing boards to hear allegations of academic misconduct as provided for under University Council's regulations governing academic misconduct; and
- (j) to consider appeals from students in accordance with University Council's regulations governing student appeals in academic matters.

**3.4 Faculty Council meets at least three times each year to receive reports from the Dean and Faculty Council committees.**

**3.5 Faculty Council may be called to meet by the Dean, the Dean's designate, or by a signed petition of at least twelve members of the Faculty Council.**

**3.6 The Chair of Faculty Council is the Dean, and in the Dean's absence is the Dean's designate, and in both their absences is another member of Faculty Council as agreed to by the majority of members at the meeting.**

**3.7 At least one week before the date of a Faculty Council meeting, the Chair will distribute any materials that the faculty requires to consider a matter before it. Such materials include the agenda for the meeting, as well as any relevant reports, recommendations and motions. Faculty Council may alter any agenda at the start of the meeting, or at any other time. The agenda must be approved at the beginning of each meeting.**

**3.8 A quorum of Faculty Council is one-half of those professors, associate professors, assistant professors, and full-time lecturers, who are not on leave. Members on leave may attend and vote, but do not count for quorum purposes.**

**A simple majority of those present is required for approval of motions, unless otherwise stated in this bylaw.**

3.9 "Confidential" Faculty Council meetings may be held. Students may be excluded from these meetings at the discretion of the Chair. The related portion of the minutes may remain confidential at the discretion of the Dean.

3.10 Faculty Council carry out those responsibilities defined in *The University of Saskatchewan Act, 1995*, the *Council Bylaws and Regulations*, and other University regulations.

3.11 Faculty Council must keep a record of its proceedings and this record is open to any member of the faculty council. A copy of the proceedings must, upon request, be furnished by its secretary to the chair of University Council and to the president of the University as required by Part 3 article V.2.D of the University Council Bylaws.

## **Committees**

4. *Ad Hoc* Committees - Faculty Council or the Dean has the authority to appoint *ad hoc* committees as necessary.

### **0. Standing Committees (University Council Authority)**

The committees listed in this section are established as standing committees of Faculty Council for the purpose of carrying out responsibilities flowing from University Council. Each standing committee must keep minutes. Committee minutes and reports must be filed with the Dean's office.

#### **5.1 Indigenous Engagement**

A. Terms of Reference – The Indigenous Engagement Committee may make recommendations to Faculty Council to enhance the student experience for Indigenous students within the College.

B. Membership – The Dean appoints members as necessary. Membership includes students, but student membership is never greater than faculty membership less one.

C. Quorum – Quorum is 50% of the membership.

D. Chair – The Dean appoints the Chair.

#### **5.2 Admissions**

A. Terms of Reference – The Admissions Committee reviews applications for the J.D. program and makes offers of admission to applicants as appropriate.

B. Membership – The Dean appoints members as necessary. When considering matters of broad policy, membership includes student members. In such circumstances, student membership is never greater than faculty membership less one. When considering individual applicant or student matters, membership does not include students. .

C. Quorum – Quorum is two members.

D. Chair – The Dean appoints the Chair.

#### **5.3 Board of Examiners**

A. Terms of Reference – The College of Law takes collective responsibility for assigning marks to students. This committee may accept, reject or alter marks

submitted to it. It makes recommendations for student graduation and promotion. It has the duties and authorities granted to it under the College of Law's Academic Regulations, including determining faculty action to be taken where students have not met either the promotion standard or the supplemental standard as established by the College of Law's Academic Regulations. The Board of Examiners receives recommendations from the Studies Committee on most issues.

**B. Membership – Members of the Board of examiners are:**

(i) all individuals teaching a course for which a student is awarded a mark at the College of Law in the current academic year; and

(ii) all probationary or tenured professors, associate professors, assistant professors whether or not they are teaching.

**C. Quorum - Quorum is ten members.**

**D. Chair – The Associate Dean Academic or designate chairs the Board of Examiners.**

#### **5.4 Curriculum**

**A. Terms of Reference –The Curriculum Committee reviews the existing curriculum at the College of Law as necessary, and makes recommendations to the Faculty Council for changes as appropriate.**

**B. Membership – The Dean appoints members as necessary. Membership includes two students, but student membership is never greater than faculty membership less one.**

**C. Quorum – Quorum is 50% of the membership.**

**D. Chair – The Dean appoints the Chair.**

#### **5.5 Ethics and Discipline**

**A. Terms of Reference –The Ethics and Discipline Committee deals with ethical issues among students generally and with individual student discipline matters.**

**B. Membership – The Dean appoints members as necessary. When considering matters of broad policy, membership includes student members. In such circumstances, student membership is never greater than faculty membership less one. When considering individual student discipline matters, membership does not include students.**

**C. Quorum – Quorum is 50% of the membership.**

**D. Chair – The Dean appoints the Chair.**

#### **5.6 Graduate Studies and Research**

**A. Terms of Reference – The Graduate Studies and Research Committee deals with admissions, financial support, and policies in respect of graduate programs in Law and matters relating to research at the College of Law.**

**B. Membership – The Dean appoints members as necessary.**

**C. Quorum – Quorum is 50% of the membership.**

**D. Chair – The Associate Dean, Research and Graduate Studies is the Chair.**

**5.7 Orientation**

**A. Terms of Reference – The Orientation Committee organizes a program to orient incoming J.D. students to the study of law at the College of Law.**

**B. Membership – The Dean appoints members as necessary. Membership includes students, but student membership is never greater than faculty membership less one.**

**C. Quorum – Quorum is 50% of the membership.**

**D. Chair – The Dean appoints the Chair.**

**5.8 Speakers**

**A. Terms of Reference – The Speakers Committee facilitates a program of speakers addressing the College of Law on a variety of academic and practice topics.**

**B. Membership – The Dean appoints members as necessary. Membership includes students, but student membership is never greater than faculty membership less one.**

**C. Quorum – Quorum is 50% of the membership.**

**D. Chair – The Dean appoints the Chair.**

**5.9 Studies**

**A. Terms of Reference – The Studies Committee is responsible for individual student matters including scholarships, prizes and bursaries. It reviews the academic progress of all J.D. students and makes recommendations to the Board of Examiners or Faculty Council as appropriate. It has the duties and authorities granted to it under the College of Law's Academic Regulations. It also makes recommendations to Faculty Council regarding the College of Law Academic Regulations.**

**B. Membership – The Dean appoints members as necessary.**

**C. Quorum – Quorum is the Chair and one other faculty member.**

**D. Chair – The Associate Dean Academic is the Chair.**

**5.10 CLASSIC Committee**

**A. Terms of Reference - The committee meets at least once per term to discuss various matters involving CLASSIC and College of Law Students. The committee (i) assists CLASSIC with efficient and effective delivery of student opportunities, including through facilitating flow of information between CLASSIC and the College of Law, (ii) facilitates reports to faculty council relating to student programming involving CLASSIC, (iii) assists both CLASSIC and the College of Law with identifying and meeting new and ongoing needs and obligations of both parties.**

**B. Membership- The Dean appoints members as necessary. Membership shall be:**

- (i) the Dean;
  - (ii) a CLASSIC representative, as selected by CLASSIC;
  - (iii) two faculty members, one of whom will be, if possible, a faculty member directly involved in CLASSIC-related academic programming; and
  - (iv) up to one student member.
- C. Quorum- Quorum is 50% of the membership other than the student member (if any), and must include the person under (ii) and one person under (i) or (iii).
- D. Chair – the Dean appoints the Chair.

#### 5.11 Teaching and Learning Committee

- A. Terms of Reference - The Teaching and Learning Committee enhances and supports teaching and learning at the College of Law by providing relevant information and opportunities to College of Law instructors and making relevant recommendations to Faculty Council. The Committee also coordinates peer review of teaching procedures at the College of Law.
- B. Membership - The Dean appoints members as necessary.
- C. Quorum - Quorum is the Chair and one other faculty member of the committee.
- D. Chair - The Dean appoints the Chair.

### 6. Standing Committees (Collective Agreement authority)

The committees listed in this section are established for the purpose of carrying out collegial responsibilities under the collective bargaining agreement between the University and the Faculty Association. Each standing committee must keep minutes. Committee minutes and reports must be filed with the Dean's office.

#### 6.1 Promotions

- A. Terms of Reference – A separate Promotions Committee is established for each faculty member being considered for promotion. The committee is responsible for carrying out its functions as described in the USFA Collective Agreement Article 16.
- B. Membership – Members comprise the Dean and all tenured faculty whose rank exceeds the employee being considered for promotion, as determined by the USFA Collective Agreement, Article 16.3.2.<sup>ii</sup>
- C. Quorum – Quorum is 2/3 of the committee taken to the nearest integer as determined by the USFA Collective Agreement, Article 16.5.2.<sup>iii</sup>
- D. Chair – The Dean chairs the Committee, as determined by the USFA Collective Agreement, Article 16.3.2.

#### 6.2 Renewals and Tenure

- A. Terms of Reference – The Renewals and Tenure Committee makes recommendations to the University about renewals and tenure of faculty.
- B. Membership – Members comprise all tenured members of the College of Law and the Dean of Law, as determined by the USFA Collective Agreement, Article 15.9.2.<sup>iv</sup> The USFA Collective Agreement provides that “(t)he structure and composition of the committees that consider renewal of probationary appointments shall be the same as the committees which consider the award of tenure”.<sup>v</sup>

**C.Quorum – Quorum is 2/3 of the committee taken to the nearest integer as determined by USFA Collective Agreement, Article 14.5.3.vi**

**D.Chair – The Dean chairs the Committee, as determined by the USFA Collective Agreement, Article 15.9.2.**

### **6.3 Search**

**A.Terms of Reference – The Search Committee makes recommendations to the University about the hiring of faculty, as determined by the USFA Collective Agreement, Article 13.5.1.**

**B.Membership – Members comprise all probationary or tenured faculty as determined by USFA Collective Agreement, Article 13.5.1vii**

**C.Quorum - Quorum is as determined by the USFA Collective Agreement, Article 13.5.1**

**D.Chair – The dean or designate as determined by the USFA Collective Agreement, Article 13.6.1viii**

### **6.4 Recruiting**

**A.Terms of Reference – The Recruiting Committee is a sub-committee of the Search Committee. It assists with the recruitment of faculty and chairs, but not students.**

**B.Membership – The Dean appoints members as necessary.**

**C.Quorum – Quorum is 50% of the membership.**

**D. Chair – The Dean appoints the Chair.**

### **6.5 Salary**

**A.Terms of Reference – The Salary Committee makes recommendations to the University about the salary of faculty members.**

**B.Membership – The Dean appoints members as necessary.**

**C.Quorum – Quorum is 50% of the membership.**

**D.Chair – The Dean appoints the Chair.**

### **6.6 Sabbatical**

**A.Terms of Reference – The Sabbatical Committee makes recommendations to the University about sabbaticals for faculty members.**

**B.Membership – The Dean appoints members as necessary.**

**C.Quorum – Quorum is 50% of the membership.**

**D.Chair – The Dean appoints the Chair.**

## **7. Standing Committees (administrative authority)**

**The committees listed in this section are established for the purpose of assisting the College of Law Dean and Associate Deans in carrying out their administrative duties and for facilitating their consultation with faculty members carrying out collegial**

responsibilities processes under the collective bargaining agreement between the University and the Faculty Association. Each standing committee must keep minutes. Committee minutes and reports must be filed with the Dean's office.

The Dean, in consultation with faculty members, has the authority to appoint committee members and, where not specified in this section, committee chairs.

#### **7.1 Alumni Association**

**A. Terms of Reference – The Alumni Association Committee devises ways of building and developing relationships with former students of the College of Law and the College of Graduate Studies in Law, for the purpose of helping those individuals contribute to the well-being of the College of Law.**

**B.Membership – The Dean appoints members as necessary. The Committee may include people who have worked at the College of Law, at the College of Law library, and those who have taught classes, coached moot teams or otherwise contributed to the success of the College of Law.**

**C. Quorum – Quorum is 50% of the membership.**

**D.Chair – The Dean appoints the Chair.**

#### **7.2 Endowment**

**A. Terms of Reference –The Endowment Committee monitors and approves expenditures from the College of Law Endowment Fund.**

**B.Membership – The Dean appoints members as necessary.**

**C. Quorum – Quorum is 50% of the membership.**

**D.Chair – The Dean appoints the Chair.**

#### **7.3 Information Services**

**A. Terms of Reference – The Information Services Committee makes recommendations to Faculty Council as necessary regarding the most appropriate methods of meeting the College's information services needs.**

**B.Membership – The Dean appoints members as necessary.**

**C. Quorum – Quorum is 50% of the membership.**

**D. Chair – The Dean appoints the Chair.**

#### **7.4 Faculty Support**

**A.Terms of Reference – The Faculty Support Committee helps faculty members progress through the tenure and promotion processes.**

**B.Membership – The Dean appoints members as necessary.**

**C. Quorum – Quorum is 50% of the membership.**

**D.Chair – The Dean appoints the Chair.**

7.5 Law Library Endowment Advisory Committee

A. Terms of Reference – The Law Library Endowment Advisory Committee:

receives a report at the end of each fiscal year as to expenditures made from the Law Library Endowment; reviews and, where appropriate, comments upon expenditures from the Law Library Endowment proposed for the coming fiscal year; advises and, where appropriate, makes recommendations to the Head of the Law Library about activities or programs which will enhance collections, facilities, or services provided by the Law Library, and which may be appropriately funded from the Law Library Endowment; and receives reports about the activities and programs provided by the Law Library or the University Library.

B. Membership – The Dean; two faculty members appointed by the Dean; one student member; one representative from (and appointed by) the Law Foundation of Saskatchewan; and one representative from the University Library, to be appointed by the Dean of the University Library.

C. Quorum – Quorum is the full membership.

D. Chair – The Dean is the Chair.

**8. Representatives**

The Dean, in consultation with faculty members, has the authority to appoint College of Law representatives to the following bodies:

8.1 Campus Legal Services;

8.2 Community Legal Services for Saskatoon Inner City Inc. (CLASSIC);

8.3 Those faculty councils whose membership includes a member of the College of Law;

8.4 Pro Bono Students Canada;

8.5 The Public Legal Education Association of Saskatchewan (PLEA);

8.6 Other bodies or organizations as determined by the Dean or Faculty Council.

**9. College Administration**

The College of Law administration consists of the Dean of Law, the Associate Dean Academic and the Associate Dean Research and Graduate Studies.

**9.1 Dean of Law**

9.1.1 The appointment of the Dean shall be in accordance with University policy and regulations.

9.1.2 The duties of the Dean include:

(a) to give leadership to the College;

(b) to co-ordinate and direct the administration of the College;

(c) to promote the image of the College within the University, the community, the profession, and the corporate sector;

(d) to act on employment, renewal of probationary appointment, tenure, promotions, salary reviews, and other matters as required by the Collective



Agreement between the University of Saskatchewan and the University of Saskatchewan Faculty Association;

- (e) to call and chair meetings of Faculty Council;
- (f) to make final decisions on matters of budget and space allocation;
- (g) to be an ex-officio member of all Faculty Committees;
- (h) to recommend appointments of the Associate Deans;
- (i) to serve on the University Senate, the University Council, the President's Advisory Committee (PAC), Deans' Council and on other appropriate University Committees pertaining to the affairs of the College or University;
- (j) to participate in teaching, research or other scholarly activities, and to participate in or contribute to the practice of the legal profession at a level appropriate for the Dean position; and
- (k) to manage assignment of duties and faculty sabbatical leaves.

9.1.3 The Dean should approach his or her duties in a spirit of fairness, openness, and accountability to the College community. In particular, the Dean should, to the extent appropriate and possible, consult Faculty Council and affected faculty members before assigning teaching and administrative duties. In making such decisions, the Dean should also pay due regard to the applicable Workload Guidelines.

#### **10. Independence and Conflict of Interest**

The College of Law is subject to the University of Saskatchewan's Conflict of Interest Policy generally and the provisions of the University of Saskatchewan - University of Saskatchewan Faculty Association Collective Agreement for conflict of interest relative to collegial matters.

**i 1. Membership of the Faculty Councils**

**A. In addition to those members listed in (B) below as members of Faculty Councils of each college and school, the Faculty Council of all colleges and schools shall include the following (\*denotes non-voting members):**

- (a) The President of the University\***
- (b) The Provost and Vice-president Academic\***
- (c) Vice-president Research\***
- (d) The Vice-president Finance and Resources\***
- (e) The Vice-president University Advancement\***
- (f) The Vice-provost Teaching and Learning\***
- (g) The Associate Vice-president Student and Enrolment Services\***
- (h) The Associate Vice-president Information and Communications Technology\***
- (i) The Dean of the College or school or, in the case of a school that is not part of a college, the Executive Director of the school**
- (j) The Dean of Graduate Studies and Research**
- (k) The Dean, University Library or designate\***
- (l) The University Secretary \***
- (m) The Registrar\***
- (n) Such other persons as the University Council may, from time to time, appoint in a voting or non-voting capacity;**
- (o) Such other persons as the Faculty Council may, from time to time appoint in a non-voting capacity\***

**B.... Faculty Council of the College of Law**

**See 1.A., sections (a) to (o). Add (or nominee) after each of 1.A. (f-h)**

- (p) Those Professors, Associate Professors, Assistant Professors, Extension Specialists, full-time Lecturers, Instructors and Special Lecturers who, for administrative purposes, are assigned to the Dean of the College of Law;**
- (q) Research Director of Indigenous Law Centre;**
- (r) Programs Director of Indigenous Law Centre;**
- (s) Law Librarian or Assistant Law Librarian;**
- (t) One student representative of the Indigenous Law Students' Association;**
- (u) Five student representatives of the Law Students' Association.**
- (v) One student from a graduate degree program in Law.**

ii **16.3.2 College Promotions Committee.** Each non-departmentalized College shall have a promotions committee for each rank made up of all persons tenured in the College whose rank is above that of the employee being considered for promotion with the Dean as chair, irrespective of the Dean's rank or tenure, except that the Dean shall not be present if the Dean's own promotion is considered. The following shall not be members of College Promotion Committees: the Dean of Graduate Studies and Research, the Vice-President Academic and Provost, the President, or any person designated as chair of the University Review Committee. Where there are fewer than five eligible members, excluding any on leave, the University Review Committee shall co-opt tenured faculty members of appropriate rank from related Colleges to bring the membership of the Committee up to a minimum of five.

iii (ii) a quorum shall be two-thirds of the members of a promotions committee taken to the nearest integer. Employees on leave or excluded because of conflict of interest shall not be counted in order to determine the size of a committee nor to determine if a meeting has a quorum. However, an employee on leave who is a member of a committee may, if present, participate and vote in the meetings of the committee;

iv **15.9.2 College Renewals and Tenure Committee.** Each non-departmentalized College shall have a renewals and tenure committee consisting of all tenured members of the College with the Dean of the College as chair, except that the College Renewals and Tenure Committee shall not include the Dean of Graduate Studies and Research, the Vice-President Academic and Provost, the President or any person designated as chair of the University Review Committee. Where there are fewer than five eligible members, excluding any on leave, the University Review Committee shall co-opt tenured faculty members from related Colleges to bring the membership of the Committee up to a minimum of five.

v **14.2 Committees on Renewal.** The structure and composition of the committees that consider renewal of probationary appointments shall be the same as the committees which consider the award of tenure (Article 15).

vi **14.5.3 Voting Procedures.** The following voting procedures shall be used by department, College, and University committees that consider renewal of probationary appointments:

(i) each member of a committee, including the chair, shall have one vote. Members may vote on a particular candidate only if they have taken part in the committee's deliberations on that candidate;

(ii) a quorum shall be two-thirds of the members of a committee taken to the nearest integer. Employees on leave or excluded because of conflict of interest shall not be counted in order to determine the size of a committee nor to determine if a meeting has a quorum. However, an employee on leave who is a member of a committee may, if present, participate and vote in the meetings of the committee.

(iii) the decision on renewal of a probationary appointment shall be by simple majority of the vote of those voting. The vote of any member abstaining shall not be counted in support of either the affirmative or negative view. A tie vote means that the motion is lost. The vote shall be taken in response to the question: "Shall renewal be recommended?";

(iv) any member of a committee who is of the immediate family of a candidate shall be disqualified from attending the deliberations of the committee concerning the case and from voting on the question;

(v) each committee shall have the right to rule a member ineligible to vote or to require the member's withdrawal from the deliberations of the committee if it considers a serious conflict of interest to exist;

(vi) employees shall withdraw as members of College or University Review Committees when these committees receive or review the recommendations of Department or College Committees of which they have been members.

vii **13.5.1 Search Committee.** There shall be a Search Committee established in each department and non-departmentalized College chaired by the Department Head or Dean whenever a vacancy in the academic staff exists. The Committee shall consist of all employees holding probationary, continuing status or tenured

appointments in the department or College. Where there are fewer than five members of the department, the College Review Committee shall co-opt faculty members from cognate departments to bring the membership of the Committee up to a minimum of five. An employee on leave who is a member of the Committee may, if present, participate and vote in the meetings of the Committee. The quorum shall be a majority of eligible members. Employees excluded because they are on leave or because of conflict of interest (Article 10.9) shall not be counted in order to determine the size of the Committee or the quorum. The Committee may delegate its work to a subcommittee provided that the Committee itself approves all recommendations made to the Appointments Committee (see below). The Search Committee and the head or Dean shall seek suitable candidates for the vacancy by means of advertising and distribution of notices of vacancy in accordance with published University Procedures. The Committee shall review the academic credentials, scholarly work, teaching experience, letters of recommendation, and any other relevant information about the candidates for the position and subsequently vote by secret ballot on the question "Shall appointment be recommended?". Where the vote is positive, a recommendation for appointment shall be forwarded to the Appointments Committee with the recorded vote. Where the appointee requires hospital privileges to perform the assigned duties, the Search Committee shall consult with the Physician Vice-President or designate of the Physician Vice-President representing the board of the health region prior to the vote.

viii **13.6.1 Search Committee.** The Search Committee shall be chaired by the Dean or the Dean's designate and when the Search Committee deems it appropriate it may forward to the Appointments Committee a recommendation to consider two candidates for the appointment of Department Head.

**AGENDA ITEM NO: 8.2**

**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
NOTICE OF MOTION**

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**PRESENTED BY:** Roy Dobson, Chair, Governance Committee

**DATE OF MEETING:** April 18, 2024

**SUBJECT:** **Disestablishment of the Program Approval Support Team, Academic (PASTA) Sub-Committee**

**COUNCIL ACTION:** **Notice of Motion**

*It is recommended by Governance that the Program Approval Support Team, Academic be dissolved as a formal sub-committee under APC, effective immediately.*

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**PURPOSE:**

The Program Approval Support Team, Academic was established to review the program approval process with the intention of creating efficiencies and clarity of the process for internal stakeholders and proponents. At the time, it was thought that this Team should be a formal part of the governance structures to provide APC with an oversight role in the approval process.

After reviewing the work of PASTA over the last year, it has been determined that a formal sub-committee is not an effective structure to ensure alignment of the administrative processes and offices that support program development. PASTA has no decision-making authority and has not met in over a year, though it has operated as a virtual communication group through email.

On March 27, 2024, APC voted to recommend that the PASTA be disestablished as a subcommittee of APC and that the work continue within the administrative structures of the university. The Governance Committee met on April 9, 2024, and also voted in favour for the disestablishment of PASTA.

**BACKGROUND:**

A comprehensive review of the practices and touchpoints of the Academic Approval Process in 2020-21 revealed that USask had anywhere between four to ten levels of review and approval depending on the nature of the proposal.

Following the review, PASTA streamlined the approval process, through the development of a process map, new forms, and a secondary pathway for program approvals to be a part of a Course and Programs Catalogue Addendum.

The work of PASTA has created a solid foundation for a path forward in the Academic Approval Process and has accomplished their main goals. Given the recent financial structure reorganization and the implementation of MS TEAMS and SharePoint for more efficient cross-department communication, it is recommended that PASTA be formally removed as a subcommittee of APC, with a revised administrative process put in place to continue the streamlined efforts.

**AGENDA ITEM NO: 8.3**

**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
NOTICE OF MOTION**

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**PRESENTED BY:** Roy Dobson, Chair, Governance Committee

**DATE OF MEETING:** April 18, 2024

**SUBJECT:** **Governance Terms of Reference (membership) Revisions**

**COUNCIL ACTION:** **Notice of Motion**

*It is recommended that Council approve the Terms of Reference (membership) changes for the Governance Committee effective September 2024.*

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**SUMMARY:**

As part of the Committee of Council review, the Governance Committee is proposing the following amendments to the Governance Committee Membership. Given that the Governance Committee is focused on Council governance, the committee felt it was appropriate that all voting members of the committee were members of Council.

The adjustments include:

1. Adjusting the wording of the President's Designate to ensure they are a member of Council.
2. Adding the note that if the student representative is the appointed member of Council, they would have voting privileges on the committee.

**ATTACHMENTS:**

1. Governance Committee Terms of Reference Revisions

Note: Corrections were made to the numbering under the responsibilities section and reposted on April 18, 2024.

## **GOVERNANCE COMMITTEE**

### **Membership**

Three elected members of Council, one of whom will be Chair  
~~President's designate~~ A GAA Member of Council appointed by the President  
Chair of Council  
Chair, Academic Programs Committee of Council  
Chair, Planning and Priorities Committee of Council

### **Ex Officio (non-voting)**

University Secretary  
President

### **Student members (non-voting unless the appointed member is a member of Council)**

One graduate student appointed by the GSA  
USSU President or designate

### **Committee Coordination**

Governance Office

### **The Governance Committee is responsible for:**

- 1) Reviewing the Bylaws of Council and recommending to Council revisions to the Bylaws.
- 2) Reviewing the Bylaws of Faculty Councils and recommending to University Council, Colleges and Schools changes to their Bylaws.
- 3) Reviewing the membership, powers, and duties of committees of Council and recommending to Council revisions to the membership, powers and duties of committees.
- 4) Recommending to Council regulations and procedures for Council and Council committees.
- 5) Advising Council with respect to its responsibilities and powers under *The University of Saskatchewan Act, 1995* and recommending to Council on proposed changes to the Act.
- 6) Nominating the members and chair of the Nominations Committee of Council to University Council.
- 7) Providing advice to the Chair of Council on the role of the Chair.



- 8) Recommending to Council rules and procedures, including the penalties as prescribed by section 61(1)(h) of *The University of Saskatchewan Act, 1995*, to deal with allegations of academic misconduct on the part of students.
- 9) Recommending to Council rules and procedures to deal with appeals by students and former students concerning academic decisions affecting them as provided in section 61 (1) (j) of *The University of Saskatchewan Act, 1995*.
- 10) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 11) Reporting and recommending to Council on University policies that are within the purview of Council and/or the joint purview of the University's governing bodies.
- 12) To review and approve editorial (not substantive) revisions to the University Council Bylaws (e.g., corrections to title changes for senior administrative positions, spelling, formatting, proofing...), and report them to Council on an annual basis. Such revisions will not change the reading of the Bylaws, their potential interpretations, meanings, or significance.

UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
NOTICE OF MOTION

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**PRESENTED BY:** Roy Dobson, Chair, Governance Committee

**DATE OF MEETING:** April 18, 2024

**SUBJECT:** **Nominations Committee Terms of Reference Revisions**

**COUNCIL ACTION:** **Notice of Motion**

*It is recommended by Governance that Council approve the Terms of Reference changes for the Nominations Committee effective September 2024.*

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**SUMMARY:**

Over the past year, the Nominations Committee of Council has undertaken considerable effort to advance the principles of equity, diversity, and inclusion (EDI) in its processes to live up to the principles of the *Equity, Diversity, and Inclusion Policy* of the University of Saskatchewan.

This has included such efforts as:

- Requesting a statement from individuals wanting to serve on various committees on their experience with and commitment to EDI.
- Requesting information from individuals wanting to serve on various committees on if they identify with various underrepresented groups.
- Undertaking discussion and development on EDI as a committee.

However, they recognize that additional work is required. As such, at the March 12, 2024, meeting of the Nominations Committee, a motion was passed to amend clause (i) in the note section to read:

- (i) *In nominating individuals to Council and other university committees, a full consideration will be given to achieve equity, diversity, and inclusion in representation. The Nominations Committee of Council will revise and adapt its approach to fulfilling this commitment on a regular basis.*

The Nominations Committee has suggested this change as it requires the committee consider EDI in its decision-making process of putting forward nominees, but it also requires the committee to challenge their existing approach to ensure the entire process is best suiting the university's needs and living up to the institutional commitments on EDI.

The Governance Committee discussed the proposed changes and voted in favour of this at their April 9, 2024, meeting.

In addition, as part of the full review, the Governance Committee is suggesting an amendment to clause (g) in the note section. The adjustment is to follow current practice of filling leaves for greater than six months as well as adding clarification that members' terms cannot be extended past their elected time frame.

**Attachments:**

1. Nominations Committee Terms of Reference

## **IV. NOMINATIONS COMMITTEE**

### **Membership**

Nine elected members of Council, not more than three members from Arts and Science and not more than two members from each of the other colleges, one of whom will be Chair.

#### Ex Officio Members (non-voting)

President

Chair of Council

#### Committee Coordination

Governance Office

### **The Nominations Committee is responsible for:**

- 1) Nominating members of the General Academic Assembly (GAA) and Council to serve on all standing and special committees of Council, other than the Nominations Committee, and nominating the Chairs of these committees.
- 2) Nominating members of Council or the GAA to serve on other committees on which Council or GAA representation has been requested.
- 3) Nominating individuals to serve as Chair and/or Vice-Chair of Council, or as members of Council, as required, in accordance with the Bylaws.
- 4) Nominating Sessional Lecturers to Council committees as required.
- 5) Nominating eligible members of the General Academic Assembly to serve on appeal and review committees as required by the Collective Agreement with the University of Saskatchewan Faculty Association.
- 6) Nominating individuals to serve on search and review committees for senior administrators.
- 7) Designating individuals to act as representatives of a Council Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.

Note: (a) Members of the Nominations Committee will be permitted to serve on other Council committees.

- (b) To the greatest extent possible the Nominations Committee should attempt to ensure that no member of Council or the General Academic Assembly serves on more than one of the following committees: Academic Programs Committee or Planning and Priorities Committee.

- (c) Members of affiliated and federated colleges may not serve on the Planning and Priorities Committee.
- (d) To the greatest extent possible, the Nominations Committee should attempt to include on committees members who are broadly representative of the disciplines of the University.
- (e) The Nominations Committee will solicit nominations widely from Council and the General Academic Assembly.
- (f) The term of office of a faculty member of a standing committee is normally three consecutive years, unless otherwise specified by the Nominations Committee so as to consider regular turnover, the composition of committee membership, and the alignment of Council terms.
- (g) The Nominations Committee will nominate term replacements for Council **Committee** members taking sabbatical, administrative or other leaves of ~~one year or~~ greater than **six months**, equivalent to the length of the leave. **In the event a member decides to serve during their leave, a replacement is not required. Members may complete their term upon return from their leave if still within their elected time frame. Council members going on leave of greater than six months in the final year of their term on Council may choose to take a leave from their Council position and complete the three-year term upon return from their leave, or to resign from their Council position.**
- (h) Nominees will be selected for their experience, demonstrated commitment and/or their potential for a significant contribution to committee functions.
- (i) In nominating individuals to Council and other university committees, **a full consideration will be given**~~the Nominations Committee will strive~~ to achieve a balance of equity, diversity, and inclusion in representation. **The Nominations Committee of Council will revise and adapt its approach to fulfilling this commitment on a regular basis.**

**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
NOTICE OF MOTION**

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**PRESENTED BY:** Roy Dobson, Chair, Governance Committee

**DATE OF MEETING:** April 18, 2024

**SUBJECT:** **PPC Terms of Reference (including membership) Revisions**

**COUNCIL ACTION:** **Notice of Motion**

*It is recommended by Governance that Council approve the Membership and Terms of Reference changes for the Planning and Priorities Committee effective September 2024.*

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**SUMMARY:**

Over the past several months, Planning and Priorities members completed a thorough review of the committee's Terms of Reference. Minor adjustments were made to the content; however, the review was more of a reorganization and grouping of content. Additional EDI language was added as well as a more formal commitment to reconciliation throughout the work of PPC.

In addition, PPC has been struggling to either gain or maintain quorum throughout the course of a meeting (currently 50% +1 of voting members). Consultations surrounding quorum solutions were discussed at both the Executive and Governance Committees of Council. After further thought and discussion, The Planning and Priorities Committee would like to align quorum with that of Council (40%), with at least five members (majority) of the General Academic Assembly as appointed by Council.

Members of Planning and Priorities voted in favour of these changes at their April 3, 2024, meeting. The Governance Committee thoughtfully discussed the changes and rationale for adjustments to meeting quorum and voted in favour of the proposed changes at their April 9, 2024, meeting.

**ATTACHMENTS:**

1. Planning and Priorities Membership Revisions
2. Planning and Priorities Terms of Reference Revisions

Note: Corrections were made to the numbering in the Terms of Reference and reposted on April 18, 2024.

## Planning and Priorities Membership Revisions

### Membership

Eleven members of the General Academic Assembly, at least six of whom will be elected members of Council, normally one of whom will be Chair. At least one member from the General Academic Assembly with some expertise in financial analysis will be nominated.

- One Dean appointed by Council
- One undergraduate student appointed by the USSU
- One graduate student appointed by the GSA
- One Sessional Lecturer

### Ex Officio Members

- Provost and Vice-President, Academic or designate
- Vice-President, Administration and Chief Operating Officer or designate
- Vice-President, Research or designate
- Vice-Provost, Indigenous Engagement or designate
- Chief Financial Officer, Office of the President (non-voting member)
- President (non-voting member)
- Chair of Council (non-voting member)

### Resource Officers (Non-voting members)

- Deputy Provost
- Director of Resource Allocation and Planning
- Director of Assessment and Analytics
- Chief Information Officer and Associate Vice-President Information and Communications Technology
- Executive Director, International – Office of the Vice President Research

### Office Coordination

- Governance Office

Quorum for Planning and Priorities Committee meetings is 40%, with at least five members (majority) of the General Academic Assembly as appointed by Council.

## Terms of Reference Revisions- Planning and Priorities Committee (PPC)

### Terms of Reference Revisions

The Planning and Priorities Committee of [University Council](#) is responsible for:

1. ~~Conducting~~ **Recommending** and reporting to Council on university-wide planning and **priorities initiatives** and review activities in consultation with the **President and Senior Administration**.  
~~Provost and Vice-President Academic.~~
2. Undertaking the review and recommending to Council on:
  - Academic plans & priorities for the university **including teaching, learning and research, scholarly and artistic works.**
  - **Community** engagement **plans** & priorities
  - Matters referred to it from other committees
  - Establishment **and** disestablishment (**including through amalgamation or separation**), ~~or amalgamation~~ of any college, school, department or any unit responsible for the administration of an academic program, with the advice of **relevant committees of Council**. ~~the academic programs committee.~~
  - Establishment **and** disestablishment (**including through amalgamation or separation**), ~~or review~~ of any institute or centre at the University. ~~in accordance with the Centres Policy and with the advice of the Research, Scholarly and Artistic Works committee.~~
  - Affiliation or federation ~~of~~ **with** other **educational** institutions, **or dissolution of such arrangements, in consultation with relevant committees of Council**. ~~with the University, in consultation with APC.~~
- ~~2.—Evaluating college and unit plans and reporting the conclusions of those evaluations to Council.~~
3. Recommending to Council on academic priorities for the University.- ~~moved to #2~~
4. Recommending to Council on outreach and engagement priorities for the University.- ~~moved to #2~~
- ~~5.—Seeking advice from other Council committees to facilitate university-wide academic planning.~~
6. Undertaking the review and recommending to Council on the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program, with the advice of the academic programs committee.- ~~moved to #2~~
7. Undertaking the review and recommending to Council on the establishment, disestablishment, or review of any institute or centre at the University in accordance with the Centres Policy and with the advice of the Research, Scholarly and Artistic Works committee.– ~~moved to #2~~
8. Undertaking the review and recommending to Council on proposed or continuing affiliation or federation of other institutions with the University, in consultation with APC.– ~~moved to #2~~



9. Balancing academic and fiscal concerns in forming its recommendations.- now #5
10. Providing advice to the President on budgetary implications of government funding requests and reporting to Council.- reworded in #3
11. Considering the main elements of the comprehensive budget and financial reports and reporting to Council.- reworded in #3
12. Integrating and recommending to Council on matters referred to it from other Council committees.- moved to #2
13. Advising the President and senior executive on operating and capital budgetary matters, including infrastructure and space allocation issues, referred from time-to-time by the President, providing the advice is not inconsistent with the policies of Council. The Planning and Priorities Committee will report to Council on the general nature of the advice and, where practicable, obtain the guidance of Council. However, the committee need not disclose to Council matters the disclosure of which would be contrary to the interests of the University.- reworded in #3
14. Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial- Now #4
15. Proactively supporting equity, diversity, inclusion and belonging as well as a commitment to transformative decolonization leading to reconciliation in all processes and matters coming before the committee- now #6

#### **PPC Revised Terms of Reference**

- 1) Recommending and reporting to Council on university-wide planning and priorities initiatives and review activities in consultation with the President and Senior Administration.
- 2) Undertaking the review and recommending to Council on:
  - Academic plans & priorities for the university including teaching, learning and research, scholarly and artistic works.
  - Community engagement plans & priorities.
  - Matters referred to it from other committees.
  - Establishment and disestablishment (including through amalgamation or separation) of any college, school, department, or any unit responsible for the administration of an academic program, with the advice of relevant committees of Council.
  - Establishment and disestablishment (including through amalgamation or separation) or review of any institute or centre at the university
  - Affiliation or federation with other educational institutions, or dissolution of such arrangements, in consultation with relevant committees of Council.
- 3) Reviewing the physical and budgetary plans for the university and make recommendations respecting those matters to the President or Board, such as:
  - Main elements of the comprehensive budget.
  - Budgetary implications of government funding requests.

- Operating and capital budgetary matters, including infrastructure and space allocation issues.
- Administrative structural changes and reorganizations.

The Planning and Priorities Committee will report to Council on the general nature of the feedback and, where practicable, obtain the guidance of Council. However, the Committee need not disclose to Council matters the disclosure of which would be contrary to the interests of the University.

- 4) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 5) Balancing academic and fiscal concerns in forming its recommendations.
- 6) Proactively supporting equity, diversity, inclusion and belonging as well as a commitment to transformative decolonization leading to reconciliation in all processes and matters coming before the Committee.

**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
NOTICE OF MOTION**

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**PRESENTED BY:** Roy Dobson, Chair, Governance Committee

**DATE OF MEETING:** April 18, 2024

**SUBJECT:** **Council Bylaw Election Revisions**

**COUNCIL ACTION:** **Notice of Motion**

*It is recommended that Council approve the changes made to the election process of the Council Bylaws as attached, effective immediately.*

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**PURPOSE:**

To provide greater clarity on Council elections, procedural revisions to the Council Bylaws are being proposed (as attached). In addition, the Governance Office is developing a procedural document in to guide the election process.

**SUMMARY:**

Given questions raised during Council elections for 2023/24, a review of the Council Bylaws was conducted by the Governance Office and reviewed thoroughly at the Governance Committee over the past several months. In summary, proposed changes include the following:

- 1) Clarifying that faculty members can stand for election in both of the college representatives (including the dean), and members-at-large categories. The election for the college representative will occur first followed by a call for nominations and election for members at large.
- 2) Making explicit that the student associations are responsible for their own elections – per *The Act*.
- 3) Making explicit the practice of delegating elections of faculty and students in the federated and affiliated colleges to those colleges.
- 4) Making explicit that Council members terms cannot be extended if they take a leave during their elected term.
- 5) Moving the standing committee responsibility in advising the University Secretary to the Governance Committee to reflect current practice.

**ATTACHMENTS:**

1. Council Bylaw Election Revisions Markup
2. Council Bylaw Election Revisions Clean Copy

## Colour Legend:

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Added

## II. ELECTION OF FACULTY MEMBERS TO COUNCIL (page 5 of [Current Council Bylaws](#))

1. The University Secretary will oversee the call for nominations and election of **faculty** members of Council as provided in section 57(1) of *The University of Saskatchewan Act, 1995*.
2. **Per sections 57(2) to (5) of *The University of Saskatchewan Act, 1995*, the academic vice president of the undergraduate students' union, and the academic vice president of the graduate students' association, respectively, shall oversee the elections of student members of Council mentioned in 53(2)(h).**
3. **Nominations and elections of faculty and student members of federated and affiliated colleges to University Council are delegated to those colleges.**
4. The Act defines a faculty member as "a person who is employed on a full-time basis by the university or an affiliated or federated college and who serves as a Professor, Associate Professor, Assistant Professor, Lecturer, full-time Special Lecturer, full-time Instructor, or Librarian." **For the purposes of Council and General Academic Assembly (GAA) membership, faculty members who are appointed on a full-time basis but are on an approved reduced appointment are still eligible to serve. Certain approved leaves also grant eligibility to serve (e.g., sabbatical/administrative leaves, maternity/parental leaves, or educational leaves).**
5. **A faculty member may choose to stand for election as a college (including the University Library) faculty representative, and/or as a faculty member at large, per Section 53 of *The University of Saskatchewan Act, 1995*. There are two faculty positions per college; there are 54 members at large.**

**The college representative call for nominations and election will occur first followed by a call for nominations and election for the member at large position.**

~~3. A faculty member may choose to stand for election under one of the following sections:~~

~~(a) Section 53(2)(b), [53(2)(d) in the case of Librarian]~~

~~— "one faculty member representing each college or affiliated and federated college who is a member of the college and who has been elected by the members of the college;"~~

~~(b) Section 53(2)(c), [53(2)(e) in the case of Librarian]~~

~~— "one representative, in addition to the member mentioned in clause (b), representing each college or affiliated and federated college who is either:~~

~~(i) the Dean of the college, or a member of the college, who has been elected by the members of the college; or~~

~~——(ii) if there is no election, the Dean of the college;”~~

~~(c) Section 53(2)(i)~~

~~——“54 faculty members who have been elected by faculty members.”~~

6. Nominations will be made using the form provided by the Secretary. A nomination will be endorsed by the nominee and will confirm their eligibility and willingness to stand for election.
7. Once the deadline for nominations has passed, the Secretary will conduct elections by making ballots available to all eligible voters. ~~for positions referenced in sections 53(2)b, c, d, e, and i.~~
8. **If there are more than two nominations for the college representatives there will be an election for both positions on one ballot.**
9. If two or more nominees with the most votes receive the same number of votes, the Secretary will select the elected member from among those nominees by lot.
10. Candidates on the voting list who receive the greatest number of votes are elected to Council effective July 1. Should candidates so elected decline or otherwise be unable to accept a position on Council, **at the time of the election** such positions shall continue to be filled by those unelected candidates that received the greatest number of votes.
- ~~6. If there is a nomination or nominations under section 53(2)(c), or 53(2)(e), the Dean of the college or Dean, University Library, as the case may be, will be so informed and asked if they wish to stand for election under this section.~~
11. If insufficient nominations are ~~received for faculty members at large under Section 53(2)(i)~~ to fill the vacant positions, then those **valid** nominees whose nominations were received by the deadline will be considered elected by acclamation, and a second call for nominations will be sent.
12. If after the second call for college representative nominations are closed and there is a vacant position, as per Sec 53 of the Act, the dean shall be a college representative. If there is more than one vacant position, then the dean shall also ensure another college faculty member is appointed.
13. If after the second call for faculty members at large are closed and there are vacant positions, the Nominations Committee of Council will be asked to **appoint** faculty members to fill the vacant positions for a one-year term.

~~In the event that insufficient nominations are received to fill the vacant positions for faculty members at large under Section 53(2)(i) following a second call for nominations, the Nominations Committee of Council will be asked to nominate faculty members to fill the vacant positions for a one-year term.~~

- ~~9. In the event that no nominations are received by the deadline for a College representative under Section 53(2)(b) or for a Librarian under Section 53(2)(d), then a second call for nominations will be sent.~~

~~10. If after two calls for nominations no candidate comes forward for a College representative under Section 53(2)(b) or for a Librarian under Section 53(2)(d), then the Dean or the college committee charged with nominations will be asked to ensure that a candidate is nominated. The Secretary will run the election in the event that more than one nominee comes forward for a position from that process.~~

~~13.~~14. A vacancy on Council for a college representative ~~under Section 53 (2) (b) or (c), a Librarian under Section 53 (2) (d) or (3) or a faculty member~~ **at large under Section 53 (2) (i)** shall be filled by an election held within 90 days of the vacancy, if the vacancy occurs within 27 months of that member being elected. A vacancy arising after that time shall be filled at the next annual election. **Council members taking sabbatical, administrative or other leaves of greater than six months, will be filled equivalent to the length of the leave during the annual election. In the event a member decides to serve during their leave, a replacement is not required. Members may complete their term upon return from their leave if still within their elected time frame.**

### III. PROCEDURAL BYLAWS OF COUNCIL

#### 4. Council Membership (page 8 of [Current Council Bylaws](#))

- (a) Annual elections for Council will be completed by March 31. **Changes to deadlines and timelines regarding elections, should they be necessary, shall be determined by the Governance Committee in consultation with the University Secretary.**
- (b) Term of office for Council membership begins July 1 of the year of the member's election or appointment, other than student members.
- (c) Terms of student members will be one year beginning May 1.
- (d) When a person appointed to Council under Section 53 (2)(c)(ii) of the Act ceases to be a Dean, the acting Dean or a new Dean appointed during the term of the incumbent Dean will occupy the position of Dean with voice and vote until the expiration of the incumbent Dean's term on Council when a new election or appointment occurs.
- (e) A vacancy occurs on Council when:
  - I. a member resigns from Council **by submitting their intentions in writing to the Secretary;**
  - II. A member ~~or~~ ceases to be an employee of the University, or
  - III. A member is unavailable to attend meetings of Council for a period of greater than six months during their term.
- (f) All Council members, other than *ex officio* members, are also members of the student academic hearing and appeals committee, from which representatives for student disciplinary and appeal boards are selected. Members may decline to serve on a board when asked.

## **NOMINATIONS COMMITTEE** (page 19 of [Current Council Bylaws](#))

### **Membership**

Nine elected members of Council, not more than three members from Arts and Science and not more than two members from each of the other colleges, one of whom will be Chair.

#### Ex Officio Members (non-voting)

President

Chair of Council

*Committee Coordination*

Governance Office

### **The Nominations Committee is responsible for:**

- 1) Nominating members of the General Academic Assembly (GAA) and Council to serve on all standing and special committees of Council, other than the Nominations Committee, and nominating the Chairs of these committees.
- 2) Nominating members of Council or the GAA to serve on other committees on which Council or GAA representation has been requested.
- 3) Nominating individuals to serve as Chair and/or Vice-Chair of Council, or as members of Council, as required, in accordance with the Bylaws.
- 4) Nominating Sessional Lecturers to Council committees as required.
- 5) Nominating eligible members of the General Academic Assembly to serve on appeal and review committees as required by the Collective Agreement with the University of Saskatchewan Faculty Association.
- 6) Nominating individuals to serve on search and review committees for senior administrators.
- ~~7) Advising the University Secretary on matters relating to Council elections.~~
- 8) Designating individuals to act as representatives of a Council Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.

Note: (a) Members of the Nominations Committee will be permitted to serve on other Council committees.

- (b) To the greatest extent possible the Nominations Committee should attempt to ensure that no member of Council or the General Academic Assembly serves on more than one of the following committees: Academic Programs Committee or Planning and Priorities Committee.

- (c) Members of affiliated and federated colleges may not serve on the Planning and Priorities Committee.
- (d) To the greatest extent possible, the Nominations Committee should attempt to include on committees members who are broadly representative of the disciplines of the University.
- (e) The Nominations Committee will solicit nominations widely from Council and the General Academic Assembly.
- (f) The term of office of a faculty member of a standing committee is normally three consecutive years, unless otherwise specified by the Nominations Committee so as to consider regular turnover, the composition of committee membership, and the alignment of Council terms.
- (g) The Nominations Committee will nominate term replacements for Council members and Council committee members taking sabbatical, administrative or other leaves of greater than six months, equivalent to the length of the leave. In the event a member decides to serve during their leave, a replacement is not required. Members may complete their term upon return from their leave if still within their elected time frame
- (h) Nominees will be selected for their experience, demonstrated commitment and/or their potential for a significant contribution to committee functions.
- (i) In nominating individuals to Council and other university committees, a full consideration will be given to achieve equity, diversity, and inclusion in representation. The Nominations Committee of Council will revise and adapt its approach to fulfilling this commitment on a regular basis.

## **GOVERNANCE COMMITTEE** (page 16 of [Current Council Bylaws](#))

### **Membership**

Three elected members of Council, one of whom will be Chair  
 A GAA Member of Council appointed by the President  
 Chair of Council  
 Chair, Academic Programs Committee of Council  
 Chair, Planning and Priorities Committee of Council

Ex Officio (non-voting)  
 University Secretary  
 President

### **Student members (non-voting unless the appointed member is a member of Council)**

One graduate student appointed by the GSA  
 USSU President or designate

*Committee Coordination*  
 Governance Office



**The Governance Committee is responsible for:**

- 1) Reviewing the Bylaws of Council and recommending to Council revisions to the Bylaws.
- 2) Reviewing the Bylaws of Faculty Councils and recommending to University Council, Colleges and Schools changes to their Bylaws.
- 3) Reviewing the membership, powers, and duties of committees of Council and recommending to Council revisions to the membership, powers and duties of committees.
- 4) Recommending to Council regulations and procedures for Council and Council committees.
- 5) **Advising the University Secretary (or designate) on matters relating to faculty councils and University Council elections.**
- 6) Advising Council with respect to its responsibilities and powers under *The University of Saskatchewan Act, 1995* and recommending to Council on proposed changes to the Act.
- 7) Nominating the members and chair of the Nominations Committee of Council to University Council.
- 8) Providing advice to the Chair of Council on the role of the Chair.
- 9) Recommending to Council rules and procedures, including the penalties as prescribed by section 61(1)(h) of *The University of Saskatchewan Act, 1995*, to deal with allegations of academic misconduct on the part of students.
- 10) Recommending to Council rules and procedures to deal with appeals by students and former students concerning academic decisions affecting them as provided in section 61 (1) (j) of *The University of Saskatchewan Act, 1995*.
- 11) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 12) Reporting and recommending to Council on University policies that are within the purview of Council and/or the joint purview of the University's governing bodies.
- 13) To review and approve editorial (not substantive) revisions to the University Council Bylaws (e.g., corrections to title changes for senior administrative positions, spelling, formatting, proofing...), and report them to Council on an annual basis. Such revisions will not change the reading of the Bylaws, their potential interpretations, meanings, or significance.

## Clean Copy of Changes:

### II. ELECTION OF FACULTY MEMBERS TO COUNCIL

1. The University Secretary will oversee the call for nominations and election of faculty members of Council as provided in section 57(1) of *The University of Saskatchewan Act, 1995*.
2. Per sections 57(2) to (5) of *The University of Saskatchewan Act, 1995*, the academic vice president of the undergraduate students' union, and the academic vice president of the graduate students' association, respectively, shall oversee the elections of student members of Council mentioned in 53(2)(h).
3. Nominations and elections of faculty and student members of federated and affiliated colleges to University Council are delegated to those colleges.
4. The Act defines a faculty member as "a person who is employed on a full-time basis by the university or an affiliated or federated college and who serves as a Professor, Associate Professor, Assistant Professor, Lecturer, full-time Special Lecturer, full-time Instructor, or Librarian." For the purposes of Council and General Academic Assembly (GAA) membership, faculty members who are appointed on a full-time basis but are on an approved reduced appointment are still eligible to serve. Certain approved leaves also grant eligibility to serve (e.g., sabbatical/administrative leaves, maternity/parental leaves, or educational leaves).
5. A faculty member may choose to stand for election as a college (including the University Library) faculty representative, and/or as a faculty member at large, per Section 53 of *The University of Saskatchewan Act, 1995*. There are two faculty positions per college; there are 54 members at large.

The college representative call for nominations and election will occur first followed by a call for nominations and election for the member at large position.

6. Nominations will be made using the form provided by the Secretary. A nomination will be endorsed by the nominee and will confirm their eligibility and willingness to stand for election.
7. Once the deadline for nominations has passed, the Secretary will conduct elections by making ballots available to all eligible voters.
8. If there are more than two nominations for the college representatives there will be an election for both positions on one ballot.
9. If two or more nominees with the most votes receive the same number of votes, the Secretary will select the elected member from among those nominees by lot.
10. Candidates on the voting list who receive the greatest number of votes are elected to Council effective July 1. Should candidates so elected decline or otherwise be unable to accept a position on Council, at the time of the election such positions shall continue to be filled by those unelected candidates that received the greatest number of votes.

11. If insufficient nominations are received to fill the vacant positions, then those valid nominees whose nominations were received by the deadline will be considered elected by acclamation, and a second call for nominations will be sent.
12. If after the second call for college representative nominations are closed and there is a vacant position, as per Sec 53 of the Act, the dean shall be a college representative. If there is more than one vacant position, then the dean shall also ensure another college faculty member is appointed.
13. If after the second call for faculty members at large nominations are closed and there are vacant positions, the Nominations Committee of Council will be asked to appoint faculty members to fill the vacant positions for a one-year term.
14. A vacancy on Council for a college representative or a faculty member at large shall be filled by an election held within 90 days of the vacancy, if the vacancy occurs within 27 months of that member being elected. A vacancy arising after that time shall be filled at the next annual election.

### III. PROCEDURAL BYLAWS OF COUNCIL

#### 1. Quorum for Meetings

- (a) The quorum for regular and special meetings will be 40%.

#### 2. The Duties of Chair and Vice-Chair

- (a) The duties of the Chair will be carried out by the Vice-Chair when, for any reason, the Chair is unable to discharge these duties.
- (b) If the Vice-Chair is required to act as Chair for more than one month, the Nominations Committee shall present to Council for approval the name of a person to be acting Vice-Chair until the Vice-Chair is able to resume the position of Vice-Chair.
- (c) If the Chair, the Vice-Chair, and the acting Vice-Chair are all unable to discharge the duties of the Chair, the Governance Committee shall name a member of Council to serve as Chair for a specified period of time.
- (d) The Chair will preside over all meetings of Council. The Chair's duties are to preserve order and decorum and, subject to appeal, to decide all questions of order and other questions as provided in these bylaws.
- (e) The Chair will prepare a draft agenda for each meeting of Council and will present it for approval at the meeting.
- (f) The Chair will not vote on a motion before Council except when there is an equal number of voting members supporting and opposing the motion.

- (g) The Chair may seek the guidance and assistance of the governance committee with respect to matters pertaining to the role of the Chair.
- (h) The Chair will be the spokesperson for Council in communications with the Board, the Senate, the General Academic Assembly, and the public. In this respect, the role of the Chair is to explain the activities and to communicate the policies of Council.

### 3. Selection and Removal of the Chair and Vice-Chair

- (a) The Chair and Vice-Chair will be selected as hereinafter provided.
- (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.
- (c) A Council member is nominated for the position of Chair when the nomination form referred to in (b) containing the consent of the nominee is endorsed by three members of Council and returned to the Secretary on or before the date specified by the Secretary. The nomination form will contain a brief description of the nominee stating the nominee's qualifications for the position of Chair of Council.
- (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.
- (e) All ballots received by the Secretary on or before the date referred to in (d) will be reported by the Secretary to the next meeting of Council. The Chair of the Governance Nominations Committee will determine whether an irregular ballot will be counted and the effect of any other election irregularities. The Chair's decision will be final.
- (f) In the event that the two or more nominees with the most votes receive the same number of votes, the Chair of the Nominations Committee will select the Chair by lot.
- (g) In the event that no nominations are received by the deadline for nominations for Chair, a second call for nominations will be sent. If the second call for nominations does not elicit a nomination, then the Nominations Committee will be asked to nominate a member of Council to serve as Chair for a one-year term, and a call for nominations will go out the following year.
- (h) The Nominations Committee will nominate a member of Council to serve as Vice-Chair.
- (i) The Chair and Vice-Chair will normally hold office for a period of 2 years.
- (j) Council may remove the Chair or Vice-Chair by a vote of 2/3 of the members of Council present and voting.
- (k) If the Chair is unable to discharge the duties associated with the position for three months, the Governance Committee will present a motion to a meeting of Council asking for the removal of the Chair. A vote of 2/3 of the members of Council present and voting shall be necessary for the

passage of such a motion. In the event such a motion is passed, an election will be held for a new Chair according to the procedures laid out in these bylaws.

#### 4. Council Membership

- (a) Annual elections for Council will be completed by March 31. Changes to deadlines and timelines regarding elections, should they be necessary, shall be determined by the Governance Committee in consultation with the University Secretary.
- (b) Term of office for Council membership begins July 1 of the year of the member's election or appointment, other than student members.
- (c) Terms of student members will be one year beginning May 1.
- (d) When a person appointed to Council under Section 53 (2)(c)(ii) of the Act ceases to be a Dean, the acting Dean or a new Dean appointed during the term of the incumbent Dean will occupy the position of Dean with voice and vote until the expiration of the incumbent Dean's term on Council when a new election or appointment occurs.
- (e) A vacancy occurs on Council when:
  - I. a member resigns from Council by submitting their intentions in writing to the Secretary;
  - II. a member ceases to be an employee of the University, or
  - III. a member is unavailable to attend meetings of Council for a period of greater than six months during their term.
- (f) All Council members, other than ex officio members, are also members of the student academic hearing and appeals committee, from which representatives for student disciplinary and appeal boards are selected. Members may decline to serve on a board when asked.

#### 5. Council Meetings

- (a) Council meetings will be open except when Council decides to have them closed.
- (b) Council will meet monthly during the academic term (September - June) except in February. The Chair can call a meeting during a month when a meeting is not normally scheduled.
- (c) Attendees at Council meetings are expected to refrain from unauthorized audio or video recording of the proceedings and to respect the rulings of the Chair.
- (d) Special meetings of Council can be called by the Chair or by petition of 20% of the members of Council.
- (e) A motion to amend the Bylaws will be preceded by a notice of motion presented in writing to the members not less than 30 days prior to the date of the meeting at which the motion is considered.
- (f) Except as provided in Bylaws (e) and (h), a motion will be preceded by a notice of motion presented in writing to the members of Council not less than 10 days prior to the date of the meeting at which the motion is to be considered. This bylaw applies only to a motion dealing with a substantive matter which requires consideration by members of Council prior to the meeting at

which the motion is presented. Whether or not a motion falls within this bylaw will be determined by the Chair.

- (g) The requirement of bylaw (f) may be suspended upon vote of two-thirds of the members present and voting at a meeting.
- (h) A recommendation to Council contained in a committee report is deemed to be a notice of motion if the report containing the recommendation is included with the agenda of the meeting at which the report is considered.
- (i) In the event of an emergency situation as declared jointly by the President and Chair of Council or their respective delegates, if Council is unable to meet or attain quorum, Council may decide urgent matters by alternative means. Procedures governing such decisions are the responsibility of the Governance Committee.
- (j) The meetings of Council and of committees of Council will be conducted in accordance with the rules of order contained in Procedures for Meetings and Organizations, Third Edition by Kerr and King.

Unless Council decides otherwise, the secretary of Council meetings shall be the University Secretary, or a member of the University Secretary's office as designated by the University Secretary.

**AGENDA ITEM NO: 8.7**

**UNIVERSITY COUNCIL  
GOVERNANCE COMMITTEE  
NOTICE OF MOTION**

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**PRESENTED BY:** Roy Dobson, Chair, Governance Committee

**DATE OF MEETING:** April 18, 2024

**SUBJECT:** **Additional Council Bylaw Revisions**

**COUNCIL ACTION:** **Notice of Motion**

*It is recommended that Council approve all updates to the Council Bylaws as attached, effective immediately.*

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**SUMMARY:**

Over the past several months the Governance Committee has been reviewing the full Council Bylaws and Regulations. In addition to all the previous motions brought to Council in April, a few remaining changes require approval. These changes include:

- 1) Minor adjustment to APC's Terms of Reference to update wording as 'quota' is no longer a relevant term.
- 2) Removing the Executive Committee's Strategic Executive Subcommittee as this committee was formed in 2019; however never met.
- 3) Revisions to PPC Centre Subcommittee Terms of Reference that were approved at Governance at the end of last year but did not receive Council approval.

**Attachments:**

1. Additional Council Bylaw Revisions Markup

**Colour Legend:**

Deleted

Added

## COUNCIL COMMITTEES

### ACADEMIC PROGRAMS COMMITTEE

#### **Membership**

Eleven members of the General Academic Assembly, at least five of whom will be elected members of Council, normally one of whom will be chair.

One Sessional Lecturer

One undergraduate student appointed by the USSU

One graduate student appointed by the GSA

#### *Ex Officio*

Vice-Provost, Teaching, Learning, and Student Experience

University Registrar

Vice-President, Finance & Resources or designate (non-voting member)

President (non-voting member)

Chair of Council (non-voting member)

Resource Personnel (Non-voting members)

Assistant Vice-Provost, Strategic Enrolment Management

Associate Provost, Institutional Planning and Assessment

Associate Registrar, Academic

#### *Committee Coordination*

Governance Office

#### **The Academic Programs Committee is responsible for:**

- 1) Recommending to Council policies and procedures related to academic programs and sustaining program quality.
- 2) Evaluating the fit of academic program proposals with University priorities; reviewing financial sustainability of proposals for new academic programs and program deletions; and recommending to Council on new programs, major program revisions and program deletions, including their budgetary implications.
- 3) Approving minor program changes, including additions of new courses and revisions to or deletions of existing courses and reporting them to Council.
- 4) Considering outreach and engagement aspects of programs.



- 5) Consulting with PPC on processes and outcomes of academic program review, following consultation with the Planning and Priorities Committee and other Council committees as appropriate.
- 6) Consulting with PPC on proposals for the establishment, disestablishment or amalgamation of any college, school, department or any unit responsible for the administration of an academic program.
- 7) Consulting with PPC on proposed or continuing affiliation or federation of other institutions with the University.
- 8) Reporting to Council on the academic implications of ~~quotas and~~ enrolment plans, changes, and admission standards.
- 9) Approving the annual academic schedule and reporting the schedule to Council for information and recommending to Council substantive changes in policy governing dates for the academic sessions.
- 10) Approving minor changes (such as wording and renumbering) to rules governing examinations and reviewing and recommending to Council substantive changes.
- 11) Recommending to Council classifications and conventions for instructional programs.
- 12) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 13) Consider the priorities of the University, such as Indigenization and internationalization, when assessing current and new academic programs and policies.
- 14) Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

## **EXECUTIVE COMMITTEE**

### **Membership**

Chair of Council, who shall be Chair  
Vice-Chair of Council  
Chairs of Council Committees

*Committee Coordination*  
Governance Office

### **The Executive Committee is responsible for:**

- 1) Setting the agenda for Council meetings.
- 2) Receiving and determining the disposition of written motions from individual members of Council. The Executive Committee will either include the motion on the Council agenda or refer the matter to a standing committee(s), which will then report back on the matter to the Executive Committee and Council.
- 3) Facilitating the flow of information between Council committees and the Administration, and between Council committees and the Senate.
- 4) Coordinating the work of Council committees.
- 5) Advising the Chair of Council on matters relating to the work of Council.
- 6) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.

### **Strategic Executive Subcommittee**

#### **Membership:**

- ~~Chair of University Council (chair)~~
- ~~Chairs of the Research, Scholarly, and Artistic Work, Planning and Priorities and Academic Programs Committees of Council~~
- ~~Provost & Vice-President Academic~~
- ~~Associate Provost, Institutional Planning and Assessment~~
- ~~Vice-President, Finance and Resources~~
- ~~Other individuals, including Council chairs, Council members, and members of the University administration can be invited as guests, as required~~
- ~~Governance Office~~

~~This Subcommittee will meet a minimum of 2 times per year, or otherwise as needed.~~

~~This Subcommittee will consider the development of strategic academic initiatives in support of the University Plan. This Subcommittee will facilitate communication channels in this context, and provide advice and counsel on the progress of these initiatives through Council oversight.~~

## **PLANNING AND PRIORITIES COMMITTEE**

### **Membership**

Eleven members of the General Academic Assembly, at least six of whom will be elected members of Council, normally one of whom will be Chair. At least one member from the General Academic Assembly with some expertise in financial analysis will be nominated.

- One Dean appointed by Council
- One undergraduate student appointed by the USSU
- One graduate student appointed by the GSA
- One Sessional Lecturer

### **Ex Officio Members**

- Provost and Vice-President, Academic or designate
- Vice-President, Administration and Chief Operating Officer or designate
- Vice-President, Research or designate
- Vice-Provost, Indigenous Engagement or designate
- Chief Financial Officer, Office of the President (non-voting member)
- President (non-voting member)
- Chair of Council (non-voting member)

### **Resource Officers (Non-voting members)**

- Deputy Provost
- Director of Resource Allocation and Planning
- Director of Assessment and Analytics
- Chief Information Officer and Associate Vice-President Information and Communications
- Technology Executive Director, International – Office of the Vice President Research

Quorum for Planning and Priorities Committee meetings is 40%, with at least five members (majority) of the General Academic Assembly as appointed by Council.

### **The Planning and Priorities Committee (PPC) is responsible for:**

- 1) Recommending and reporting to Council on university-wide planning and priorities initiatives and review activities in consultation with the President and Senior Administration.
- 2) Undertaking the review and recommending to Council on:
  - Academic plans & priorities for the university including teaching, learning and research, scholarly and artistic works.
  - Community engagement plans & priorities.
  - Matters referred to it from other committees.
  - Establishment and disestablishment (including through amalgamation or separation) of any college, school, department, or any unit responsible for the administration of an academic program, with the advice of relevant committees of Council.

- Establishment and disestablishment (including through amalgamation or separation) or review of any institute or centre at the university
  - Affiliation or federation with other educational institutions, or dissolution of such arrangements, in consultation with relevant committees of Council.
- 4) Reviewing the physical and budgetary plans for the university and make recommendations respecting those matters to the President or Board, such as:
- Main elements of the comprehensive budget.
  - Budgetary implications of government funding requests.
  - Operating and capital budgetary matters, including infrastructure and space allocation issues.
  - Administrative structural changes and reorganizations.

The Planning and Priorities Committee will report to Council on the general nature of the feedback and, where practicable, obtain the guidance of Council. However, the Committee need not disclose to Council matters the disclosure of which would be contrary to the interests of the University.

- 5) Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
- 6) Balancing academic and fiscal concerns in forming its recommendations.
- 7) Proactively supporting equity, diversity, inclusion and belonging as well as a commitment to transformative decolonization leading to reconciliation in all processes and matters coming before the Committee.

### **Centres Subcommittee**

The mandate of the PPC Standing Subcommittee on Centres is:

- To facilitate the creation of new centres
- To monitor adherence to the Centres Policy
- To review and make recommendations on the academic governance of centres
- To develop and review the Centres Policy and Guidelines
- To oversee the establishment and disestablishment of centres
- To maintain a list of active centres
- To report on and bring recommendations on these issues to PPC
- To coordinate between RSAW, APC, and PPC proposals, reviews or reports respecting centres

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.

**UNIVERSITY COUNCIL  
SCHOLARSHIPS AND AWARDS  
REPORT FOR INFORMATION**

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**PRESENTED BY:** Dr. Jason Perepelkin  
Chair, Scholarships and Awards Committee

**DATE OF MEETING:** April 18, 2024

**SUBJECT:** Best and Brightest Scholarships Recipients 2024

**COUNCIL ACTION:** **For Information Only**

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**SUMMARY:**

The Chair of Scholarships and Awards will present some of the highlights of the amazing group of Best and Brightest Scholarship recipients for the 2024-2025 academic year.

**UNIVERSITY COUNCIL**  
**Joint Committee on Chairs and Professorships (JCCP)**  
**REQUEST FOR DECISION**

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**PRESENTED BY:** Scott Walsworth, Co-Chair  
Joint Committee on Chairs and Professorships (JCCP)

**DATE OF MEETING:** April 18, 2024

**SUBJECT:** Chartered Professional Accountants (CPA) Chair in Accounting

**DECISION REQUESTED:** It is recommended by the Joint Committee on Chairs and Professorships that University Council approve the Chartered Professional Accountants (CPA) Chair in Accounting in Edwards School of Business, as approved by the Board of Governors on April 9, 2024.

**PURPOSE:** The Chartered Professional Accountants (CPA) Chair in Accounting will assist the Edwards School of Business in retaining high achieving faculty with strong research and scholarship. The position is expressly invested in the School's research profile and reputation through publications in academic accounting outlets, supervision of honours students in the accounting major, and to acknowledge outstanding service to the accounting academy and profession. This is an enhancement chair, with the objective to enhance the activities of an outstanding individual currently employed at the University of Saskatchewan.

**DISCUSSION SUMMARY:** The creation of the Chartered Professional Accountants (CPA) Chair in Accounting has been discussed with, and endorsed by, the donor, the Office of the Vice President Research, and the Office of the Vice President University Relations. It was approved first by the Joint Committee on Chairs and Professorships and approved by the Board of Governors on April 9, 2024.

**FURTHER ACTION REQUIRED:** With approval of the Board of Governors and subsequently approval of University Council, the terms of reference will be implemented immediately.

**ATTACHMENT:** Terms of reference for the Chartered Professional Accountants (CPA) Chair in Accounting.



# UNIVERSITY OF SASKATCHEWAN

## Chartered Professional Accountants (CPA) Chair in Accounting Terms of Reference

<b>Purpose:</b>	The CPA Chair in Accounting program is meant to assist the Edwards School of Business (ESB) in retaining talented, high potential faculty with strong research and scholarship, and who may be at risk to accept a job offer from another institution. The CPA Chair in Accounting position is expressly invested in the School's research profile and reputation through publications in academic accounting outlets, supervision of honours students in the accounting major, and to acknowledge outstanding service to the accounting academy and profession.
<b>Accountability:</b>	All terms of reference must align with the <i>Guidelines for Chairs and Professorships</i>
<b>Chair Type:</b>	This will be an Enhancement Chair. The objective of the chair is to enhance the activities of an outstanding individual currently employed at the University of Saskatchewan.
<b>Background:</b>	This chair is being established to help the Edwards School of Business achieve its research goals in accounting, which is an area of strength for the School. The Chair will support strategic investment in recruitment and retention of the School's accounting scholars who are nationally and internationally renowned. Overall, this chair will help ESB align with the USask Plan 2025 aspirations for global recognition, courageous curiosity, boundless collaboration, and inspired communities.
<b>Source and Amount of Funding:</b>	<p>A gift of \$60,000, from Chartered Professional Accountants (CPA) of Saskatchewan, to be received over a period of 3 years. The gift will be received in annual installments of \$20,000. It is anticipated that the funds will be received by March 31 each year.</p> <p>The first installment was received on April 3, 2023.</p>
<b>Tenability:</b>	An annual gift of \$20,000 for three (3) years with an open competition to occur for incumbents every (3) years.
<b>Selection Committee:</b>	The provost and vice-president academic, or designate, the vice-president research, or designate, and the dean/executive director, in consultation with the department or faculty in the school or college, shall appoint a selection committee for selection of an appropriate candidate. The selection committee will, where appropriate, align with provisions of the Collective Agreement
<b>Selection Committee cont'd:</b>	

between the University of Saskatchewan and the University of Saskatchewan Faculty Association and include the provost and vice-president academic or designate, the vice-president research, or designate, the dean/executive director, and the department head as appropriate. The dean/executive director will serve as chair.

A representative of CPA Saskatchewan will be invited to participate in the selection process in an advisory capacity.

**Chairholder responsibilities:**

The holder of the Chair will submit reports of scholarly and financial activities in accordance with university practices to the Dean, Edwards School of Business who serves as Chair of the Management Committee, and the Head, Department of Accounting. The reports will outline accomplishments of the Chairholder in keeping with the Chair's purpose and objectives. Reporting structure and templates can be found in the Guidelines for Chairs and Professorships.

Chairholders are expected to:

- sustain their academic duties and scholarly work at the level for which they were awarded the position,
- contribute to the enhancement of research and scholarship at the Edwards School of Business,
- provide service to their department, college, university and/or profession at a level consistent with academic rank.

**Term of Chair:**

The CPA Chair in Accounting position is a competitive, open, 3-year term.

At the end of the Chair incumbents' three-year term, an open call will be held to fill the new three-year chair term. The incumbent may apply for the next Chair term, but will be assessed with applicants from the open call.

**Procedure for vacated chair:**

If the Chairholder resigns, retires, or otherwise leaves the Edwards School of Business, or relinquishes the Chair position prior to the normal term length, then the position will be considered vacant, and a call may be issued for new applicants, pending financial resources available.

**Review:**

Chairholder scholarly progression must be reviewed at least biennially. A financial review must occur annually. Chairholders must submit a final report at the end of their term (see section 8 of the JCCP Guidelines for Chairs and Professorships).

**Oversight:**

The Management Committee shall consist of the following positions (or their delegates/successor positions):

- Dean, Edwards School of Business,
- Associate Dean, Research, Edwards School of Business
- Director of Resources, Edwards School of Business



- Department Head, Accounting, Edwards School of Business

The Dean, Edwards School of Business will act as chair of the Management Committee.

A representative from CPA Saskatchewan will be invited to sit on the Management Committee.

Oversight responsibilities shall include the following:

1. oversee the activities of the Chair;
2. oversee management of the fund to ensure compliance with the terms of the trust deed and the on-going financial integrity of the initiative;
3. approve annual budgets;
4. receive annual financial statements of the trust fund;
5. receive and review the biennial scholarly report, the annual financial report and the final report on the activities of the Chairholder; and
6. provide a copy of the required scholarly, financial and final reports to the co-chairs of the Joint Committee on Chairs and Professorships

**Removal of Chairholder:**

Any allegations related to a breach of one or more of the University policies made against a Chairholder should follow appropriate university policies and procedures related to the nature of the breach. This includes, but is not limited to, policies related to research, financial stewardship, and/or employment. Should a grievance or allegation of a breach of University policy against a Chairholder be upheld, the provost and vice president academic and vice president research will determine appropriate measures regarding the tenure of the Chairholder that may include termination from the Chair. The final determination will be communicated to the Chairholder, the dean/executive director and the chair of the Management Committee (if applicable).

**Eligible Expenditures:**

Expenditures will be in alignment with Section 2.0 of the *Guidelines for the Establishment of Chairs and Professorships*, and will relate to the budget for the chair (attached).

**Unspent Funds:**

At such time that the Chair ceases to be in existence, any unspent funds will be redirected to the Accounting Centre for other Department of Accounting specific initiatives, in consultation with CPA Saskatchewan.

**Insufficient Funds:**

Should there be insufficient funds to cover the costs of the chair, the excess cost will be covered by Edwards School of Business.

In the event that circumstances make the CPA Chair in Accounting no longer practical or desirable, the Management Committee, in consultation with CPA SK, will recommend to University Council and the Board of Governors of the University of Saskatchewan, changes to the Chair. These recommendations will maintain, as much as is reasonably possible, the Chair's spirit and general intent as identified in its statement of Purpose.

The creation of this Chair is subject to approval of both University of Saskatchewan Council and University of Saskatchewan Board of Governors.

The Edwards School of Business recommends acceptance based on the above terms.

**Keith  
Willoughby**

 Digitally signed by: Keith Willoughby  
DN: CN = Keith Willoughby email =  
willoughby@edwards.usask.ca C = AD  
OU = Dean, Edwards School of Business  
Date: 2024.03.05 11:53:09 -06'00'

\_\_\_\_\_  
Dr. Keith Willoughby  
Dean, Edwards School of Business

\_\_\_\_\_  
Date

The Office of the Vice-Provost, Faculty Relations recommends acceptance based on the above terms.



\_\_\_\_\_  
Dr. Scott Walsworth  
Vice-Provost, Faculty Relations

\_\_\_\_\_  
March 11, 2024

\_\_\_\_\_  
Date

The Office of the Vice President, Research recommends acceptance based on the above terms.



\_\_\_\_\_  
Dr. Dawn Wallin  
Associate Vice President, Research (Engagement)

\_\_\_\_\_  
March 11, 2024

\_\_\_\_\_  
Date

Approved and accepted on behalf of the Board of Governors of the University of Saskatchewan.



\_\_\_\_\_  
Cheryl Hamelin  
Vice-President, University Relations

\_\_\_\_\_  
March 8, 2024

\_\_\_\_\_  
Date

**UNIVERSITY COUNCIL**  
**Joint Committee on Chairs and Professorships (JCCP)**  
**REQUEST FOR DECISION**

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**PRESENTED BY:** Scott Walsworth, Co-Chair  
Joint Committee on Chairs and Professorships (JCCP)

**DATE OF MEETING:** April 18, 2024

**SUBJECT:** Shklanka Chair in Precambrian Critical Mineral Systems

**DECISION REQUESTED:** It is recommended by the Joint Committee on Chairs and Professorships that University Council approve the Shklanka Chair in the College of Arts and Science, as approved by the Board of Governors on April 9, 2024.

**PURPOSE:** The Shklanka Chair in Precambrian Critical Mineral Systems will enhance the work of an outstanding scholar, exploring fundamental and applied aspects of critical mineral systems including metallogeny (i.e., ore-forming processes) and mineralogy (i.e., metal-mineral associations). This position would play a significant role in mentoring students and helping to build the future workforce required in this field. This role will integrate with other areas of specialization within the Department of Geological Sciences, College of Arts & Science.

This is an enhancement chair, with the objective to enhance the activities of an outstanding individual currently employed at the University of Saskatchewan.

The fund will be endowed in perpetuity.

**DISCUSSION SUMMARY:** The creation of the Shklanka Chair in Precambrian Critical Mineral Systems has been discussed with, and endorsed by, the donor, the Office of the Vice President Research, and Vice President University Relations. It was approved first by the Joint Committee on Chairs and Professorships and approved by the Board of Governors on April 9, 2024.

**FURTHER ACTION REQUIRED:** With approval of the Board of Governors and subsequently approval of University Council, the terms of reference will be implemented immediately.

**ATTACHMENT:** Terms of reference for the Shklanka Chair in Precambrian Critical Mineral Systems.



# UNIVERSITY OF SASKATCHEWAN

## Shklanka Chair in Precambrian Critical Mineral Systems

### Terms of Reference

- Purpose:** The Shklanka Chair in Precambrian Critical Minerals Systems will enhance the work of an outstanding scholar, exploring fundamental and applied aspects of critical mineral systems including metallogeny (i.e., ore-forming processes) and mineralogy (i.e., metal-mineral associations).
- Accountability:** All terms of reference must align with the *Guidelines for Chairs and Professorships*.
- Chair Type:** Enhancement Chair
- Background:** This role will integrate with other areas of specialization within the Department of Geological Sciences, College of Arts & Science, including chairs that:
- a) Specialize in new approaches to modeling and data analysis of mineral deposits and plate tectonics, which are critically important to global exploration for many commodities
  - b) Focus on environmental geochemistry, which emphasizes interactions between metals, including critical minerals, and the environment in tailings facilities and groundwater to assist industry in planning and remediation.
- Additionally, this position would play a significant role in mentoring students and helping to build the future workforce required in this field. Today's graduates have their sights set on employment with metals and minerals companies, which play a major role in the drive towards a greener, net-zero carbon economy.
- The Chair is being supported by University of Saskatchewan alumni Dr. Roman (BA'51, BComm'53, MA'57) and Patricia Shklanka (BSc'58). Dr. Shklanka's career as a geologist and mineral explorationist spanned 45 years of international experience in the mining industry, and he is an inductee of the Canadian Mining Hall of Fame.
- Source and Amount of Funding:** A one-time donation from Dr. Roman and Pat Shklanka of \$3,047,455. The donation was received in full in December 2023.

<b>Tenability:</b>	<p>The fund will be endowed in perpetuity.</p> <p>To support the chair in 2024-25 and 2025-26, \$200,000 will be directed to the spendable to provide \$100,000 a year for the first 2 years of the chair. Thereafter, the annual amount available will be based on the University's Spending policy. It is anticipated that the annual amount available will be at least \$100,000.</p>
<b>Selection Committee:</b>	<p>The provost and vice-president academic, or designate, the vice-president research, or designate, and the dean, College of Arts and Science, or designate, in consultation with the Department of Geological Sciences or faculty in the College of Arts and Science, shall appoint a selection committee for selection of an appropriate candidate. The selection committee will, where appropriate, align with provisions of the Collective Agreement between the University of Saskatchewan and the University of Saskatchewan Faculty Association. The Dean, College of Arts and Science, or designate, will serve as chair.</p>
<b>Chairholder responsibilities:</b>	<p>The holder of the Chair will submit annual reports and/or a plain language summary of scholarly and financial activities in accordance with university practices to the Dean. The reports will outline accomplishments of the Chairholder in keeping with the Chair's purpose and objectives. The Chairholder and the Management Committee will work with the College of Arts and Science Advancement Office, in consultation with the University Relations stewardship office who will prepare an annual report for the donors. Reporting structure and templates can be found in the Guidelines for Chairs and Professorships.</p>
<b>Term of Chair:</b>	<p>The chair will be appointed for an initial five-year term with eligibility for renewal following the completion of the term. A Chairholder will be eligible to hold the chair title for a period of up to 10 years (5-year initial term plus one 5-year renewal term).</p>
<b>Renewal:</b>	<p>All renewals of Chairholders must follow the renewal process outlined in Section 5.0 of the Guidelines for Chairs and Professorships.</p>
<b>Review:</b>	<p>The Chairholder's scholarly progression must be reviewed annually. A financial review must occur annually. Chairholders must submit a final report at the end of their term.</p>
<b>Oversight:</b>	<p>The Management Committee shall consist of the Dean, College of Arts and Science (or designate), the department head of Geological Sciences (or designate) (if applicable), and others as may be deemed beneficial to achieving the objectives of the Chair.</p>

The Dean, College of Arts and Science (or designate) will act as chair of the Management Committee.

If the home unit of the Chair changes, the dean/Executive Director of the unit in which the Chair resides will take on the responsibility of oversight.

Oversight responsibilities shall include the following:

- Oversee the activities of the Chair or Professorship;
- Oversee management of the fund to ensure compliance with the terms of the trust deed and the on-going financial integrity of the initiative;
- Approve annual budgets;
- Receive annual financial statements of the trust fund;
- Receive and review the annual scholarly report, the annual financial report and the final report on the activities of the Chairholder; and
- Provide a copy of the required scholarly, financial and final reports to the co-chairs of the Joint Committee on Chairs and Professorships

**Removal of Chairholder:**

Any allegations related to a breach of one or more of the University policies made against a Chairholder should follow appropriate university policies and procedures related to the nature of the breach. This includes, but is not limited to, policies related to research, financial stewardship, and/or employment. Should the appropriate process conclude and determine that the Chairholder has breached a University Policy or failed to meet an expectation as a faculty member, the provost and vice president academic and vice president research will determine appropriate measures regarding the continuation of the Chairholder which may include termination from the Chair. The final determination will be communicated to the Chairholder, the Dean, College of Arts and Science, and the Head, Department of Geological Sciences.

**Eligible Expenditures:**

Expenditures will be in alignment with Section 2.0 of the *Guidelines for the Establishment of Chairs and Professorships*.

**Unspent Funds:**

At such time that the Chair ceases to be in existence, any unspent funds will be used for research in critical mineral systems in the Department of Geological Sciences related to metallogeny and mineralogy.

**Fund Administration:**

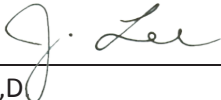
The University shall have the power to administer the fund as part of the University's general trust and endowment funds, in keeping with and under the University's investment and administrative guidelines and practices as may be established and changed from time to time.

At the date of this agreement, and under the above guidelines and practices, provision shall be made for the investment of trust funds in common with other trust funds and the payment of administration fees with respect to the management of trust funds, such fees to be determined by the University acting reasonably.


In the event that circumstances make the Shklanka Chair in Precambrian Critical Mineral Systems no longer practical or desirable, the Management Committee, in consultation with donors, will recommend to University Council and the Board of Governors of the University of Saskatchewan, changes to the Chair. These recommendations will maintain, as much as is reasonably possible, the Chair's spirit and general intent of the Chair as identified in its statement of Purpose.

The creation of this Chair is subject to approval of both University of Saskatchewan Council and University of Saskatchewan Board of Governors.

The College of Arts and Science and the Department of Geological Sciences recommends acceptance based on the above terms.

  
\_\_\_\_\_  
Jim Lee, Ph.D.  
Head, Department of Geological Sciences

13 Mar 2024  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Brooke Milne, Ph.D.  
Dean, College of Arts and Science


13 March 2024  
\_\_\_\_\_  
Date

The Office of the Vice-Provost, Faculty Relations recommends acceptance based on the above terms.

  
\_\_\_\_\_  
Scott Walsworth, Ph.D.  
Vice-Provost, Faculty Relations

March 13, 2024  
\_\_\_\_\_  
Date

The Office of the Vice-President, Research recommends acceptance based on the above terms.

  
\_\_\_\_\_  
Associate Vice-President, Research  
Dawn Wallin, Ph.D.

March 13, 2024  
\_\_\_\_\_  
Date

Approved and accepted on behalf of the Board of Governors of the University of Saskatchewan.

  
\_\_\_\_\_  
Cheryl Hamelin  
Vice-President, University Relations

March 13, 2024  
\_\_\_\_\_  
Date

**UNIVERSITY COUNCIL**  
**Joint Committee on Chairs and Professorships (JCCP)**  
**REQUEST FOR DECISION**

---

**PRESENTED BY:** Scott Walsworth, Co-Chair  
Joint Committee on Chairs and Professorships (JCCP)

**DATE OF MEETING:** April 18, 2024

**SUBJECT:** Siemens Electronics Design Automation (EDA )Chair

**DECISION REQUESTED:** It is recommended by the Joint Committee on Chairs and Professorships that University Council approve the Siemens EDA Chair in the College of Engineering, as approved by the Board of Governors on April 9, 2024.

**PURPOSE:** The Siemens EDA Chair will perform research and teaching in the area of electronic design automation including tools and methods for integrated circuit (IC) design and verification, and algorithmic techniques including artificial intelligence and machine learning. Through this collaboration, the University can build capacity to align with the Saskatchewan Growth Plan and workforce strategy. Along with Siemens EDA's growth vision, towards ensuring that there is workforce-ready talent available with the required expertise.

This is a limited term chair with the intention to recruit an early career researcher to bring expertise in the area of EDA to the University of Saskatchewan.

**DISCUSSION SUMMARY:** The creation of the Siemens EDA Chair has been discussed with, and endorsed by, the donor, the Office of the Vice-President Research, and Vice President University Relations. This initiative was approved first by the Joint Committee on Chairs and Professorships and approved by the Board of Governors on April 9, 2024.

**FURTHER ACTION REQUIRED:** With approval of the Board of Governors and subsequently approval of University Council, the terms of reference will be implemented immediately.

**ATTACHMENT:** Terms of reference for the Siemens EDA Chair.





# UNIVERSITY OF SASKATCHEWAN

## Siemens EDA Chair Terms of Reference

### Purpose:

Electronic Design Automation (EDA) is a large, and fast-growing industry that develops software used for electronic chip design. The Siemens EDA Chair will perform research and teaching in the area of electronic design automation including tools and methods for integrated circuit (IC) design and verification, and algorithmic techniques including artificial intelligence and machine learning. The Chairholder will develop and teach one undergraduate EDA and one graduate EDA course, and supervise a group of MSc, PhD candidates, Undergraduate Research Interns, Visiting Students and Postdoctoral Fellows, to train the highly qualified personnel needed to sustain and expand the strong vision that brought Siemens EDA to Saskatchewan. Through this collaboration, the University can build capacity to align with Siemens EDA's growth vision and ensure that there is workforce-ready talent available with the required expertise.

### Accountability:

All terms of reference must align with the *Guidelines for Chairs and Professorships*.

### Chair Type:

Limited term chair

### Background:

Siemens Industry Software Inc. EDA, a division of Siemens Canada, is interested in creating a robust pipeline of talent specific to the electronic design automation space. Currently, they hire from out of province, but as a company that is headquartered here in Saskatoon, at Innovation Place, the desire to enhance and support talent locally exists.

### Source and Amount of Funding:

Siemens Industry Software Inc. EDA has generously agreed to make a gift of CAD\$1,000,000, to be paid over a period of five (5) years, to the University of Saskatchewan (herein called the "Gift"). The payment schedule is anticipated to be as follows:

- \$200,000 by August 31, 2024
- \$200,000 by August 31, 2025
- \$200,000 by August 31, 2026
- \$200,000 by August 31, 2027
- \$200,000 by August 31, 2028

**Source and Amount of Funding  
cont'd:**

The first payment will be received when the chairholder search is successful, anticipated to be August 2024. The above payment schedule may be adjusted if a successful candidate is not found by August 2024.

Subsequent payments will match the above schedule, and will be preceded by the completion of an annual review by the Management Committee on the chairholder's activities.

**Search Committee:**

The provost and vice-president academic, or designate, the vice-president research, or designate, and the Dean, College of Engineering, in consultation with the appropriate department or faculty within the College of Engineering, shall appoint a search committee for selection of an appropriate candidate. The search committee will, where appropriate, align with provisions of the Collective Agreement between the University of Saskatchewan and the University of Saskatchewan Faculty Association and include the provost and vice-president academic or designate, the vice-president research, or designate, the dean, College of Engineering, and the department head as appropriate. The dean, College of Engineering will serve as chair.

A representative of Siemens EDA will serve on the search committee. The funder will have voice but no vote in the search process.

**Chairholder responsibilities:**

The holder of the Chair will submit reports and an annual lay summary of scholarly and financial activities in accordance with university practices to the Dean of the College of Engineering. The reports will outline accomplishments of the Chairholder in keeping with the Chair's purpose and objectives. Reporting structure and templates can be found in the Guidelines for Chairs and Professorships.

**Term of Chair:**

The Siemens EDA Chair will be appointed to a tenure-track position. The chair title will be for a five-year limited term, with opportunity for renewal.

**Renewal:** All renewals of Chairholders must follow the renewal process outlined in Section 5.0 of the Guidelines for Chairs and Professorships.

**Review:** The Chairholder’s scholarship progression will be reviewed at least biennially. A financial review will occur annually. The Chairholder will submit a final report at the end of their term.

**Management Committee:** The Dean, College of Engineering will be responsible for establishing a Management Committee to oversee the Chair.

A representative from Siemens EDA will be invited to sit on the committee.

Oversight responsibilities shall include the following:

1. Oversee the activities of the Chair;
2. Oversee management of the fund to ensure compliance with the terms of the trust deed and the on-going financial integrity of the initiative;
3. Approve annual budgets;
4. Receive annual financial statements of the trust fund;
5. Receive and review the biennial scholarly report, the annual financial report and the final report on the activities of the Chairholder; and
6. Provide a copy of the required scholarly, financial and final reports to the co-chairs of the Joint Committee on Chairs and Professorships

**Removal of Chairholder:** Any allegations related to a breach of one or more of the University policies made against a Chairholder should follow appropriate university policies and procedures related to the nature of the breach. This includes, but is not limited to, policies related to research, financial stewardship, and/or employment. Should the appropriate process conclude and determine that the Chairholder has breached a University Policy or failed to meet an expectation as a faculty member, the provost and vice president academic and vice president research will determine appropriate measures regarding the continuation of the Chairholder which may include termination from the Chair. The final determination will be communicated to the Chairholder, and the Dean, College of Engineering.

**Eligible Expenditures:** Expenditures will be in alignment with Section 2.0 of the *Guidelines for the Establishment of Chairs and Professorships*.

The Gift will be used to support this position along with related expenditures and supporting activities. Activities may

**Eligible Expenditures cont'd:**

include but not limited to: salary and benefits of the professor, stipend for the chair (as appropriate), course teaching release, start-up funds, research support, and grant matching opportunities. Other relevant purposes directly related to the Chairholder’s activities may be determined by the management committee.

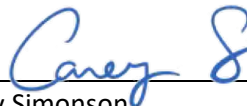
**Insufficient Funds:**

Should there be insufficient funds to cover the costs of the chair, the excess cost will be covered by the College of Engineering.

In the event that circumstances make the Siemens EDA Chair no longer practical or desirable, the Management Committee, in consultation with Siemens EDA, will recommend to University Council and the Board of Governors of the University of Saskatchewan, changes to the Chair. These recommendations will maintain, as much as is reasonably possible, the Chair’s spirit and general intent as identified in its statement of Purpose.

The creation of this Chair is subject to approval of both University of Saskatchewan Council and University of Saskatchewan Board of Governors.

The Dean of the College of Engineering recommends acceptance based on the above terms.

  
\_\_\_\_\_  
Carey Simonson  
Dean, College of Engineering


\_\_\_\_\_  
March 13, 2024  
Date

The Office of the Vice-Provost, Faculty Relations recommends acceptance based on the above terms.

  
\_\_\_\_\_  
Scott Walsworth  
Vice-Provost, Faculty Relations

\_\_\_\_\_  
March 13, 2024  
Date

The Office of the Vice-President, Research recommends acceptance based on the above terms.

  
\_\_\_\_\_  
Dawn Wallin  
Associate Vice President, Research

\_\_\_\_\_  
March 13, 2024  
Date

Approved and accepted on behalf of the Board of Governors of the University of Saskatchewan.

  
\_\_\_\_\_  
Cheryl Hamelin  
Vice-President, University Relations

\_\_\_\_\_  
March 13, 2024  
Date

# PRESIDENT'S REPORT TO COUNCIL

April 2024

## The General Academic Assembly (GAA) address

USask faculty, staff, students and other members of the university community were invited to attend the General Academic Assembly (GAA) on April 4, when I delivered my ninth annual state-of-the-university address. This year's address was titled "*The best of times, the worst of times*" and was followed by a question period.

Members of the GAA include the president as chair, members of faculty, deans, executive directors of schools, vice-presidents, the university secretary and the registrar, as well as elected students. The University of Saskatchewan Act, 1995, directs that the GAA meet annually to allow the president to present a report respecting the state of the university and any other matters that the president considers appropriate.

More information including the meeting agenda and printed copy of the address now available at [governance.usask.ca](https://governance.usask.ca).

## UN International Day for the elimination of racial discrimination

Every year on March 21, USask observes the United Nations' International Day for the Elimination of Racial Discrimination.

As we reflect on the progress that we have made as a campus community, and acknowledge the important work that still lies ahead, we reaffirm our commitment to being the most welcoming and supportive place that we can be for all students, staff, faculty, and alumni. We are creating the change that we want to see for our university, in our community, and throughout society.

As we continue to walk this journey together, our path forward is marked by USask's newly launched website that shares the [Equity, Diversity, and Inclusion Framework](#) that has been endorsed by all three USask governing bodies. The EDI Framework defines our vision for a more equitable, diverse, and inclusive university that will be advanced through our strategies and goals. Turning our vision into a reality will require us to be concrete and intentional about what we need to do and how we need to do it.

Our ambition is to be a university for everyone, one where we all belong and can flourish. To realize this ambition, we will concentrate our efforts on advancing six strategic priorities. Each strategic priority will be advanced by goals that will guide our efforts to embed and reflect EDI across our university.

**Student Experience:** Enrich the student experience by increasing the diversity of our student body, appreciating this diversity, and creating environments that foster belonging for all students.

**Teaching and Learning:** Embed EDI concepts into our teaching and learning programming, services and activities and evolve our learning environments to be inclusive, accessible and supportive.

**Research, Scholarly and Artistic Work:** Enhance our research excellence by incorporating EDI concepts into research programs, activities and environments and encouraging those with diverse perspectives, worldviews and contributions.

**Employee Experience:** Evolve our working environment and workplace culture by incorporating EDI concepts into human resources and talent management processes, decisions and activities.

**Systems:** Be intentional and proactive in challenging the status quo and changing our structures, systems, policies, procedures, and processes to include EDI concepts.

**Physical Space:** Create inclusive, supportive, accessible and safe spaces where everyone has the opportunity to participate meaningfully and experience a sense of belonging.

We all have a personal responsibility to support, encourage, and ensure a more equitable campus culture, and we all have a role to play to confront racial discrimination at every opportunity to build a more just society. We must always be prepared to put words into action, reflected in our daily decisions and interactions with one another, as we live the principles of equity, diversity, and inclusion, and embrace *manācihitowin* to create and shape the university community that we want to be. Let us all re-commit to doing our part to confront racial discrimination at every opportunity, to be champions of equity, diversity and inclusion, and to build a better campus community and society that is safe and supportive for all.

## USask statement on provincial budget

On March 20, the Government of Saskatchewan announced its 2024-25 budget, confirming its continued commitment to deliver on a multi-year funding agreement to support shared priorities and financial sustainability for USask.

The multi-year funding commitment, now in its fourth and final year, will continue to provide predictable, stable support enabling USask to continue to provide outstanding post-secondary education and ensure innovation to strengthen and move Saskatchewan forward.

While the university will do an in-depth review of the budget to determine full impacts to the university, USask's initial reaction to the budget is positive. USask and the Government of Saskatchewan share a long history of working together on shared priorities to benefit the people of Saskatchewan. The ongoing support of post-secondary education shows a commitment to teaching, learning and research that strengthens communities throughout the province.

USask was especially pleased to see a one-time inflationary increase of 2.2 percent, or about \$5.7 million, in the final year of the multi-year funding agreement. This one-time increase is recognition from the government of the inflationary pressures faced. This will provide some relief as we continue to deliver on our teaching, learning and research mission and contribute to a stronger Saskatchewan.

Another area further supported was in the human health resources, including funding for occupational therapy and speech language pathology. USask is excited to move forward with the province on further development of these programs. Saskatchewan-based programming in these areas will have many benefits, including giving students the opportunity for team-based care training with other learners in the health professions that will ultimately translate into better care. This will benefit the quality of life in Saskatchewan.

The university now hopes to work with government on developing a new multi-year funding agreement. The multi-year funding agreement demonstrated how much the government recognized the value USask provides to the province. USask graduates and research provide immense impact and move USask towards being the university Saskatchewan and the world needs.

The 2024-25 budget is available online at [www.saskatchewan.ca/budget](http://www.saskatchewan.ca/budget).

## **USask research makes a splash on World Water Day**

On March 22, USask invited all of us to think about how we use water. World Water Day is one of the United Nations' (UN) annual observances intended to raise awareness about access to water and water security issues for people around the world.

Clean Water and Sanitation is also one of the UN's 17 Sustainable Development Goals (SDG) – calls to action from the UN that acknowledge the need to address many facets of research and social strategies required by all countries to help address poverty, inequality, health-care issues, our environment and climate change.

Dr. Corinne Schuster-Wallace (PhD), the executive director of the Global Institute for Water Security (GIWS) and an associate professor in USask’s Department of Geography and Planning in the College of Arts and Science, said recognizing World Water Day is critical for a forward-thinking research institute like the Global Institute for Water Security (GIWS) at USask.

**The World Water Day event at USask** brought together key speakers from the Prairies who play a vital role in how we use and manage our water resources. Representatives from universities, independent research institutions, government bodies, nonprofits and environmental groups attended the presentation and roundtable discussion in USask’s Convocation Hall. Following presentations, there was a poster session highlighting the ongoing water research of USask students.

The event’s keynote speaker was Dr. Melissa McCracken (PhD) from Tufts University, and six experts were involved in the panel discussion chaired by Schuster Wallace titled: “Challenges and opportunities related to drought and water co-operation in Saskatchewan.”

Schuster-Wallace emphasized the importance of collaboration across multiple fronts, noting it will be a requirement to create the most effective strategies for the challenge ahead.

The theme for this year’s World Water Day was “Water for Peace.” Schuster-Wallace said the theme addresses issues of water collaboration for both Canada and other countries. The topic of water scarcity has been at the forefront throughout Western Canada this year, as talk of a drought has circulated widely due to a number of factors, including a limited snowpack in the Rockies and on the Prairies.

It’s this kind of research that’s taking place at GIWS, where world-class researchers are delving deeply into what’s next for managing our water resources and what’s happening on the cutting edge of water sciences. As Schuster-Wallace noted, the water community at USask is not only undertaking research but also training the next level of leaders in water and climate science – and the World Water Day event is another element of GIWS’ ongoing goals.

## **Discovering the Amatis upcoming concert April 21**

The second annual concert series, *Discovering the Amatis*, featuring the famed USask Amati String Instrument Collection, will host its fourth concert of the season on Sunday, April 21 in Convocation Hall. The upcoming concert will feature violinist Ioana Galu and cellist Sonja Kraus from the University of South Dakota.

The Amati quartet includes a viola, cello, and two violins that were handcrafted in the Italian city of Cremona in the 1600s by members of the famous Amati family. Considered pioneers in the practice of constructing bowed stringed instruments—or the first great luthiers—the Amati family have crafted some of the world’s most sought-after instruments.



Learn more about the Amati String Instrument Collection and concert series: <https://leadership.usask.ca/unit/amati.php#top>



## Provost's Report to Council

### April 2024

Hello Council Chair, members, and visitors. Bonjour.

tānisi. hǎn. ǎdłanet'e? taanishi. aniin

[English. French. Cree. Dakota/Lakota/Nakota. Dene. Michif. Sauteaux]

### GENERAL REMARKS

This report provides updates as well as indications of our progress toward achieving the five aspirations outlined in the [University Plan 2025](#).

#### **USask's 2024/25 tuition rates will enhance supports, resources for students**

The University of Saskatchewan (USask) has announced tuition rates for the 2024/25 academic year, implementing an increase that will focus on continuing to provide high-quality academic programming and to further invest in student supports and resources.

Thank you to all departments, colleges, schools, and leaders for the careful tuition planning and consultations. Thank you to students for informing the process. Tuition revenue is directed to maintain and enhance the student experience, and invested in teaching, enrichment of students' experiential and online learning, research opportunities, support services, and financial aid for students. Course and program-specific tuition information can be found on the [tuition and fees website](#).

USask prioritizes having conversations with students and campus leaders, including deans and executive directors, that inform tuition recommendations every year. Beginning in fall 2021, USask launched new tuition consultation initiatives with students, [offering learning modules designed to share information on university finances, budgeting, and tuition setting](#). The university also seeks student perspectives on academic programming and student experience through both a survey and meetings within their colleges and schools. Information regarding the tuition consultation process and related documents can be [found here](#).

USask examines tuition rates at peer institutions in the U15 Group of Canadian Research Universities each year during its annual tuition review and tuition-setting process. Tuition rates are considered within the context of five principles at USask, as per the [Tuition and Fees Authorization Policy](#):

- Comparability to similar programs;
- Accessibility and affordability for students;
- Enabling the high quality of programs;
- Predictability of tuition to support longer-term planning for students; and
- Transparency through consultation with students to ensure a common understanding on tuition.

For the 2024/25 academic year, the tuition change is a weighted average increase of 3.83 per cent across undergraduate and graduate programs. For example, undergraduate tuition rates in the College of Arts and Science, where nearly half of USask students are enrolled, will change by 4 per cent, on average. This will mean that the average domestic undergraduate Bachelor of Arts student enrolled in 30 credit units will pay \$7,547 in the 2024/25 academic year, compared to \$7,257 in the previous year. This is about \$290 more in total from last year, or about \$9 more per week across the Fall and Winter terms.

The university aims to support those with financial need to mitigate the impact of economic barriers for students. Each year, the university invests more than \$57 million in the form of scholarships, bursaries, tuition waivers, and crisis aid for domestic and international undergraduate and graduate students. In the coming year, needs-based funding in the amount of \$1 million will be set aside for financial support of continuing international undergraduate and master's degree students. The support provided to international students through these mechanisms is approximately 10% of the overall new tuition revenue stemming from the increases to international undergraduate and master's degree student tuition.

As in previous years, USask conducted conversations with students about a multi-year plan for both domestic and international tuition rates. The top two areas of importance identified by students were investments in open-access textbooks and digital online resources, alongside funding for scholarships and bursaries. These broad areas are the target of significant incremental investment by the university.

In 2021, USask signed The Saskatchewan Post-Secondary Multi-Year Operating Funding Memorandum of Understanding (MOU) with the Government of Saskatchewan. This has created the opportunity for overall tuition stability across several years and has enhanced the predictability of tuition decisions. As the current agreement with the Government of Saskatchewan comes to an end in 2024/25, USask will begin discussions with government partners on a future agreement.

USask recognizes the importance of predictability in tuition rates for students and has taken steps to improve predictability. USask is fortunate that the provincial operating grant is a firm foundation for enabling the university to continue to deliver high-quality programming and to provide a wide array of student supports. However, financial needs and obligations exceed this amount, and tuition continues to be a necessary source of revenue. Tuition revenue constitutes about 18% of the university's comprehensive revenue.

Tuition rates and student fees for all undergraduate and graduate programs can be found online at [usask.ca/tuition](https://usask.ca/tuition).

### **Website launched for Equity, Diversity and Inclusion Framework for Action**

On March 21, 2024, USask [launched a website to highlight the Equity, Diversity and Inclusion \(EDI\) Framework for Action](#). This site will be regularly updated and expanded to showcase and track the extensive EDI activity and progress undertaken across campus.

Through EDI, USask will help activate the principles that are core to the [University Plan 2025](#):

- we will achieve greater diversity, welcoming people on different journeys and pursuing a deeper understanding of humanity;
- we will enhance sustainability, bringing mindfulness, respect, and reverence to all our relations, including with each other and with the land;
- we will power creativity, open to the possibilities for growth and change that inspire imagination and invention; and

- we will strengthen connectivity, tied to each other by shared values, intentions, and ambition.

The framework is intended to guide actions toward shared goals in six priority areas: student experience; teaching and learning; research, scholarly, and artistic work (RSAW); employee experience; systems; and physical space. We are in Stage 1—setting the foundation for our framework. Accordingly, this requires the creation of a governance structure, including a steering committee to facilitate the prioritization of initial university-wide projects to be undertaken. The deputy provost will lead this steering committee. Visit the website at <https://plan.usask.ca/edi/index.php>.

### **College of Education increases options for practical and applied arts training in BEd program**

The College of Education is [increasing pathways for Bachelor of Education \(BEd\) students to complete training in practical and applied arts subjects](#). The college will reopen the technical vocational stream of the BEd program in the 2025/26 academic year. Students with a journeyman certificate can begin this stream of the BEd program with advanced standing, reducing a four-year program to three years. Upon completion, graduates are eligible to receive a Professional A teaching certificate from the Saskatchewan Professional Teachers Regulatory Board (SPTRB).

In addition, there are plans to add practical and applied arts as a second teaching-area option for BEd students in the Secondary program route as early as the 2025/26 academic year. The practical and applied arts teaching area will offer course options that fall under the Ministry of Education's practical and applied arts subject areas, including agriculture, business and management, financial literacy, and communication, media, and design. The college will also explore options for offering practical and applied arts as a first teaching area in the future.

Beginning in 2026/27, the Certificate in Secondary Technical Vocational Education (CSTVE) will once again accept applications. This certificate provides training for tradespeople holding a journeyman certificate to teach their craft at the secondary level. For those holding a CSTVE, their trade is the only subject they will be certified to teach in Saskatchewan.

### **USask Chronic Pain Clinic receives funding in provincial budget**

In the recent provincial budget announcement, the College of Pharmacy and Nutrition's [USask Chronic Pain Clinic](#) was approved for permanent funding in the amount of \$1.36 million per year. Although initially offered as a three-year contract, the intent is for permanent support. The USask Chronic Pain Clinic offers pharmacist-led interprofessional care to Saskatchewan residents living with chronic pain across the province.

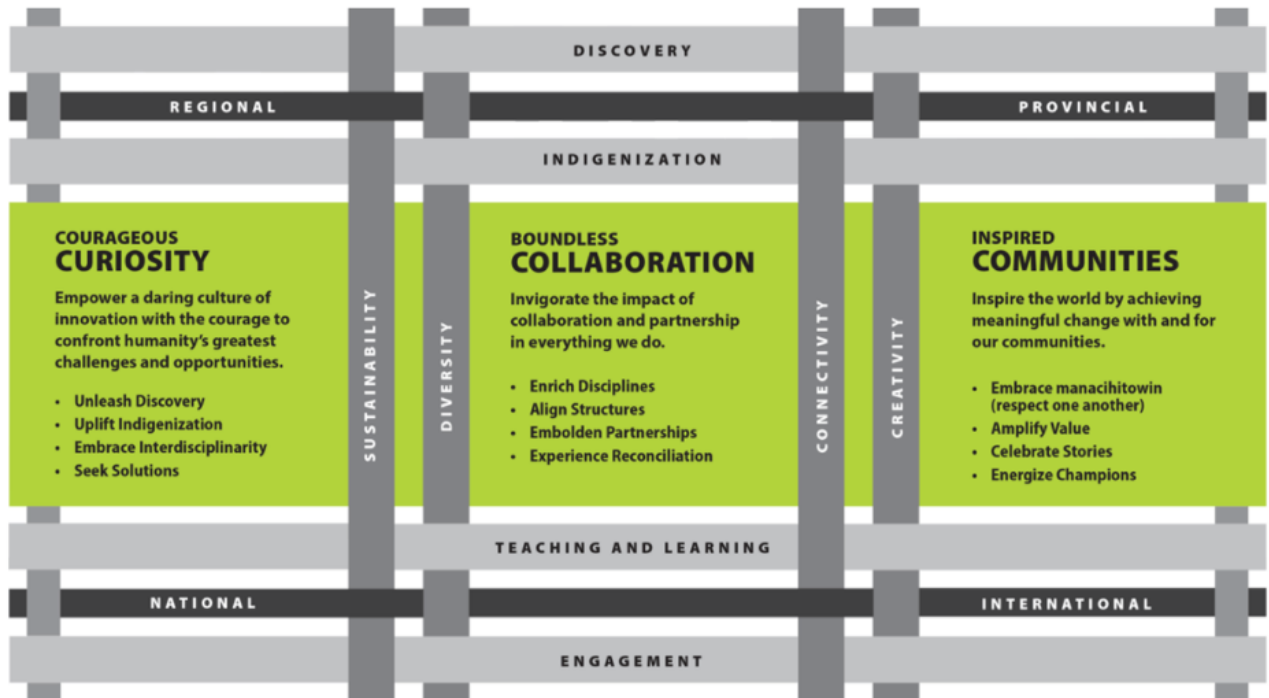
### **College of Pharmacy and Nutrition to develop advanced prescribing certificate program**

The Continuing Pharmacy Education Unit in the College of Pharmacy and Nutrition has received [\\$137,000 in funding from the Ministry of Advanced Education to develop a continuing education Certificate in Advanced Prescribing](#). This training will be offered to licenced pharmacists who wish to pursue advanced prescribing in their scope of practice and will allow appropriately trained licenced pharmacists to prescribe and manage medications for chronic conditions such as diabetes, obesity, asthma, chronic obstructive pulmonary disease (COPD), heart failure, and hypertension.

### **Postponed: 7th annual māmowī āsohtētān Internal Truth and Reconciliation Forum**

The māmowī āsohtētān Internal Truth and Reconciliation Forum, which was scheduled to take place on Friday, April 26, 2024, will be moved to a new date in May or June 2024. Please watch for updates in the coming weeks. A new save the date will be issued.

Sponsored by the [Office of the Vice-Provost Indigenous Engagement](#) and facilitated by the [Mistatimōk Committee](#), this annual event is a response to the Truth and Reconciliation Commission of Canada's Calls to Action and provides an opportunity to gather and constructively and respectfully dialogue and plan for the university environment we need and want.



## UNIVERSITY PLAN 2025: THE UNIVERSITY THE WORLD NEEDS

nīkānītān manāchitowinihk / ni manachīhitoonaan

### Meaningful Impact

#### **USask-led reproductive health and rights initiative receives \$20 million**

[Health-care researchers from USask have received \\$20 million from the Government of Canada](#) for a massive international development project to improve education, treatment, infrastructure, and service for sexual, reproductive health and rights of girls and young women in Mozambique. Led by Dr. Nazeem Muhajarine (PhD), a professor in the Department of Community Health and Epidemiology in the College of Medicine and the director of the Saskatchewan Population Health and Evaluation Research Unit, the project will comprehensively incorporate innovative solutions to support the rights and health of women and young girls across six districts and 30 partner communities in the Inhambane province of Mozambique.

The funding for the project is part of a \$65-million package marked for a series of international development projects and was recently announced by the Honourable Ahmed Hussen, Canada's Minister of International Development. The project will work to establish "model communities of care"

in those six districts that can serve as examples for high-quality care and education for the sexual and reproductive health and rights of young women.

### **SaskEnergy supports students with \$150,000 for new scholarships at USask**

[The SaskEnergy Scholarship Program](#) will help make post-secondary education more accessible and affordable for 60 deserving USask students, including dedicated scholarships for Indigenous learners. The awards were created to assist students who are pursuing an undergraduate degree in the areas of arts, business administration, engineering, or science and have displayed excellence in their program. Starting this fall, 12 scholarships will be awarded annually, for a total of 60 awards over five years.

Two of the 12 scholarships awarded each year will be designated for Indigenous students at USask who show leadership, academic achievement, and community involvement. The generous donation is a contribution to the Indigenous achievement and student success pillars of the university's Be What the World Needs Campaign—the largest comprehensive campaign in Saskatchewan's history, with a goal of raising \$500 million to address the world's greatest challenges.

### **Ukrainian educators visit USask for course on teaching English as a global language**

Teaching in bomb shelters, living through daily air raid warnings, and helping students and families as they process displacement, loss, and grief: These are a few of the daily realities impacting education in Ukraine while the country is at war due to large-scale Russian invasion. [Stories were shared by seven teachers from Ternopil, Ukraine while they were in Saskatoon](#) from March 3-24, 2024, for a course focused on current methods in teaching English as a global language, offered through the Saskatchewan Educational Leadership Unit (SELU) in the College of Education. All were English teachers from Ternopil elementary and high schools.

[The teachers attended USask through a partnership between Ternopil Volodymyr Hnatiuk National Pedagogical University \(TNPU\) and the College of Education](#) to help build English language teaching capacity in Ukrainian schools. They were accompanied by TNPU professor Dr. Olena Huzar (PhD) and government education officials. Dr. Vicki Squires (PhD), associate dean, research, graduate support and international initiatives in the College of Education, worked with staff Megan Fillatre and Greg McJannet and Holly Mayes with SELU to create a robust schedule for the project. The partnership arose from a longstanding relationship between TNPU and St. Thomas More College (STM) at USask. Since 2003, Huzar has been working with partners at STM to bring students to Ukraine for study abroad courses.

### **Symposium held for International Day for the Elimination of Racial Discrimination**

[The College of Education marked the United Nations International Day for the Elimination of Racial Discrimination with a symposium on March 16.](#) The theme Enacting Pedagogies of Hope explored the urgency of combating racism and intersectional oppression in education.

Seventy USask staff, faculty, students, alumni, and members of the public gathered in Quance Theatre for the sessions, which included a keynote by Dean Julia Paulson on her education for peace research and by Dr. Alex Wilson on queering Indigenous land-based education. Breakout panels explored current trends and issues in anti-racist K-12 education, the history of Indigenous teacher education programs in Saskatchewan, and the personal journey of practicing anti-oppressive education as a Christian.

Observed annually by the United Nations on March 21, [the International Day for the Elimination of Racial Discrimination](#) commemorates the day police in Sharpeville, South Africa, opened fire and killed 69 people at a peaceful demonstration against apartheid pass laws in 1960. The day recognizes that injustices and prejudices fueled by racial discrimination take place every day.

### **Sustainability faculty fellows contribute to new book**

USask's [six 2022-24 sustainability faculty fellows have each contributed a chapter](#) for a newly released book, titled [Cultivating Change: A Prairie Guide to Sustainability Teaching and Learning Practices](#), which was published by the [Gwenna Moss Centre for Teaching and Learning](#) (GMCTL). The book is part of the sustainability faculty fellowship offered by the GMCTL, which is open to faculty who have a desire to embed open and sustainability practices within their own courses, such that students are taking action toward sustainability and the United Nations' Sustainable Development Goals (SDGs).

### **Productive Collaboration**

#### **Cross-continental bird tracking network receives \$3.1-million boost**

[More than \\$3.1 million from the CFI Innovation Fund will help a network of animal tracking stations](#) across the Americas take flight. The Motus Wildlife Tracking System, spearheaded by Birds Canada, uses a series of tracking stations set up across countries in North and South America to record the movements of various birds, bats, and insects. Tiny tags allow researchers to track individuals and groups of animals as they enter and exit the range of different receiver towers—giving a unique snapshot of travel and migratory patterns. USask is one of several Canadian universities involved with the Motus system.

Over the past decade, the Motus network has grown to include nearly 2,000 receiver towers managed by collaborators across 34 countries. The new CFI funding will help expand Motus, building new towers, upgrading capabilities, and filling in gaps across Western Canada and other countries.

#### **USask, City of Saskatoon researching sustainable theatre strategies**

From the USask Department of Drama to the professional theatre stages scattered throughout Saskatoon and nearby communities, the vibrant local theatre scene in Saskatchewan continues to grow. Now, the focus is on ensuring the theatre scene remains sustainable for future generations of aspiring actors and artists. USask drama professor and department head Carla Orosz is working with City of Saskatoon arts and grants consultant Kathy Allen to figure out the best ways to share resources among theatre organizations and to build a sustainable theatre production ecosystem for the future.

[The research project received \\$29,000 through the Research Junction initiative](#) and will look for ways to make modern theatre more sustainable and hopefully grow new theatre companies and artists in a more sustainable model. By looking for ways to collaborate with resources and by teaching more sustainable, forward-thinking design practices to up-and-coming drama students, Orosz said there is a push toward making theatre more environmentally and fiscally friendly for the future.

### **Distinguished Learners**

#### **Veterinary student on path to swine medicine earns \$5,000 award**

[Samantha Nixon of Winnipeg, Man., was one of 10 North American veterinary students who each received a \\$5,000 scholarship](#) on Feb. 26 during the American Association of Swine Veterinarians' (AASV) annual meeting in Nashville, Tenn. Nixon, a second-year USask student at the Western College of Veterinary Medicine (WCVM), was the only Canadian to receive one of the awards supported by the AASV Foundation and Merck Animal Health. Initiated in 2016, the annual AASV and Merck Animal Health Veterinary Student Scholarship program assists the foundation's mission to support the development and scholarship of students and veterinarians interested in the swine industry.

In 2023, after completing her first year of studies at the WCVM, Nixon worked as a summer research student with Dr. Matheus Costa, a swine medicine specialist and researcher in the WCVM's Department of Large Animal Clinical Sciences, and his research team. During the AASV meeting, Nixon presented a research poster titled "A comparative analysis of rectal thermometers and thermal imaging cameras for early detection of disease in pigs." The study compared temperature readings obtained from pigs using rectal thermometers versus thermal imaging cameras. Elevated body temperature, which indicates a fever, is one of the first signs that the body is fighting infection. Identifying the onset of fever is crucial for early detection of disease and early treatment interventions. It's also critical for preventing the spread of infectious disease agents.

### **Edwards School of Business graduate earns Governor General's Gold Medal**

Edwards School of Business alumna Megan Evans (BComm'22, MPAcc'23) has made history as the first USask graduate to earn the prestigious Governor General's Gold Medal for achieving the highest CPA standing in Canada. Evans began her accounting career at MNP LLP through a co-op placement during her undergraduate degree and now resides in Prince Albert. Her exceptional performance on the [September 2023 Common Final Examination \(CFE\)](#), topping 4,178 successful writers, is a testament to her dedication and talent.

### **WCVM graduate research celebration attracts record number of entrants**

[The 2024 Western College of Veterinary Medicine \(WCVM\) Graduate Student Research Poster Day on April 3 attracted 52 entrants](#)—a record number for the college's annual celebration of graduate research. The college's poster day competition is an annual opportunity for graduate students to present their research work to their peers, college faculty, and other scientists at USask.

The WCVM's Research and Graduate Studies Office awarded prizes in three categories: immunology I and infections; immunology II and vaccines; and clinical and basic research. First-place winners received \$500, second place \$300 and third place \$100. The WCVM Graduate Students Association also awarded its inaugural "People's Choice" award that was based on votes from attendees at the poster day.

### **Indigenous organizations partner and engage with Edwards Executive Education**

[Edwards Executive Education](#) in the Edwards School of Business develops leaders that excel in an environment of constant change by offering training in key business areas, including project management, business analysis, financial management, executive retreats, half-day seminars, leadership development programming, and in-house or custom training.

The Edwards Executive Education team's collaborative efforts have reached 16 Indigenous organizations, engaging more than 160 participants in the last year. This demonstrates the school's commitment to fostering meaningful partnerships and amplifying Indigenous voices. SIGA and Northern Lights Casino have been invaluable partners in engaging Edwards Executive Education to provide training and custom in-house programs options for their employees.

## **Transformative Decolonization Leading to Reconciliation**

### **Graduate program 'feels like home' for aspiring Indigenous educational leaders**

[A graduate program at USask aims to meet the needs of Indigenous leaders and communities and advance the Calls to Action of the Truth and Reconciliation Commission of Canada \(TRC\)](#). The [Master of Education \(MEd\) in Educational Administration – Leadership in Indigenous Education and Organizations Cohort](#) offers opportunities for current and aspiring Indigenous educational leaders to enhance their



expertise in various aspects of leadership, governance, and management of First Nations schools through practical, research-based, and theoretical course offerings.

Dr. Michael Cottrell (PhD), an associate professor and graduate chair in the Department of Educational Administration in the College of Education, said the MEd cohort program is built upon the strong foundation of other teacher education programs in the college that date back to the 1970s, such as the Saskatchewan Urban Native Teacher Education Program (SUNTEP), the Northern Teacher Education Program (NORTEP), and particularly the Indian Teacher Education Program (ITEP), which recently celebrated its 50th anniversary.

In the 2000s, USask experienced a rise in the number of graduates from those Bachelor of Education (BEd) programs who were interested in pursuing graduate studies. By the year 2015, the rising interest resulted in a significant increase in Indigenous student enrolment in the college's course-based master's degree program—which primarily caters to educators in Saskatchewan who aspire to move into leadership roles in the Kindergarten to Grade 12 education system.

The college received feedback from Indigenous educators and prospective graduate students who wanted to move beyond some of the content in that master's program to explore the unique dynamics of leading in First Nations schools. That learning goal became the catalyst to create the more specialized Master of Education in Educational Administration – Leadership in Indigenous Education and Organizations Cohort. Cottrell said the Indigenous master's cohort program was also developed as a response to the TRC Calls to Action—particularly the “calls to universities to do better in creating curriculum specific to Indigenous students.” The TRC recognized historical injustices in education, he said, and programs like the Leadership in Indigenous Education and Organizations Cohort are an important part of reconciliation.

### **USask pharmacy student working to make health care equitable**

Sasha Merasty is working hard to ensure her goal to inspire others to reflect on the health-care needs of Indigenous populations in Canada is heard. The fourth-year PharmD student at USask is a founding member of Indigenous Pharmacy Professionals of Canada (IPPC), which promotes pharmacy practices that respect the safety, equality, strengths, and teachings of First Nations Peoples and created the first pharmacy scholarship in Canada designated for Indigenous students. [For her efforts in community engagement, Merasty received an award at this year's Indigenous Student Achievement Awards \(ISAA\), which took place on March 6.](#) Indigenous students from across the university were honoured at a ceremony to recognize their academic excellence, community engagement, leadership, research endeavours, or resiliency.

The ISAA is part of Indigenous Achievement Week (IAW), which celebrates the successes and contributions of Métis, First Nations, and Inuit students, staff, and faculty at USask. [Read stories about this year's ISAA winners online at news.usask.ca.](#)

### **ohpahotân | oohpaahotaan spring symposium to take place on April 19**

USask students, staff, and faculty are invited to take part in the [2024 spring ohpahotân | oohpaahotaan symposium](#), which will be held on Friday, April 19. Hosted by the [Office of the Vice-Provost Indigenous Engagement](#), the event will focus on [ohpahotân | oohpaahotaan “Let's Fly Up Together”](#)—the first Indigenous Strategy solely created by Indigenous people at a Canadian U15 research institution. The day will offer an opportunity to further explore the seven commitments outlined in the Indigenous Strategy: Safety, Wellness, Stewardship, Representation, Right Relations, Creation, and Renewal.

## Global Recognition

### **International film festival showcases USask student video work with ‘Focus on Canada’**

When USask associate professor Lisa Birke was approached by an international film festival about showcasing Canadian filmmaking, she knew she wanted to feature her students’ work. Birke, a faculty member in the Department of Art and Art History in USask’s College of Arts and Science, [submitted 39 experimental video works by 22 students between 2020 to 2022 under the title \*Prairie Poems\*](#).

Birke has had a long relationship with the film festival, INTERNATIONALE KURZFILMWOCHE REGENSBURG. Founded in 1994, the film festival showcases a range of genres, including fiction, documentary, animation, and experimental films from around the world. This year, the festival asked Birke for submissions as part of a “Focus on Canada” showcase. Her own experimental short film, *Signs of our Times*, also played as part of the showcase. All student videos were created as part of the Digital and Integrated Practice Program (DIP). The exhibition ran as a one-hour loop throughout the festival.

<b>Transformative decolonization leading to reconciliation</b>	A university in which Indigenous concepts, methodologies, pedagogies, languages, and philosophies are respectfully woven into the tapestry of learning, research, scholarship, creativity, and community engagement.
<b>Productive collaboration</b>	A university in which research and innovation are inspired by and accountable to community partners.
<b>Meaningful impact</b>	A university resolutely committed to measuring its own success in terms of the aspirations of the communities it serves.
<b>Distinguished Learners</b>	A university whose graduates have the drive, the curiosity, and the humility to work with others in addressing the greatest challenges and opportunities the world faces.
<b>Global recognition</b>	A university that sets the standard in learning, research, scholarship, creativity, and community engagement.

## **REVIEWS, SEARCHES, APPOINTMENTS**

### **Searches:**

- Dean, College of Engineering
- Vice-Provost, Strategy Realization
- Principal, USask Prince Albert Campus

**Appointments:**

- Dr. Bruce Wobeser has been appointed as interim associate dean, academic, Western College of Veterinary Medicine for a period of up to six months, beginning Feb. 16, 2024, and up to Aug. 15, 2024.
- Dr. Andrew Leask has been extended as interim associate dean, research and graduate studies, College of Dentistry, beginning March 1, 2024, and up to Dec. 31, 2024, or until a new associate dean is appointed, whichever occurs first.
- Dr. Andrew Grosvenor has been appointed as head of the Department of Chemistry, College of Arts and Science for a period of up to five years, effective July 1, 2024, and up to June 30, 2029.

thank you

mąsi / pidamaya / pinámaya miigwetch / marsee / hiy hiy

## USASK Council Meeting Report: GSA Update

April 2024

### **GSA Updates: Spring 2024**

Hey everyone! Here's what's been happening with your Graduate Students' Association (GSA) at the University of Saskatchewan:

#### 1. **Getting Our Finances in Order:**

- We've been busy conducting financial audits to make sure everything's transparent and accountable.
- Found some areas to improve and have taken steps to streamline our financial processes.
- Exciting news: We've set up investments totaling \$15,000 a year to support our mission and projects!

#### 2. **Shining a Spotlight on Research:**

- Dr. Marina Carla Bezerra da Silva rocked the house with her innovative research submission and winning the "USASK images of Research" title.
- Her work stood out for its creativity and visual impact—huge congrats to her!
- It's inspiring to see such excellence in research dissemination within our community.

#### 3. **Celebrating Outstanding Mentors:**

- We had the privilege of recognizing the amazing mentors who shape our academic journeys through participation in the adjudication process for the CGPS Distinguished Graduate Mentors.
- Hats off to all the distinguished graduate mentors for their invaluable support!

#### 4. **Recognizing GSA Award Winners:**

Big congratulations to:

- Dr. Ehab Diab for Advising Excellence
- Sara Dalkilic for Excellence in Community Service
- Ozra Mohamamdi for Student Leadership
- Mckelvey Kelly for Research Excellence in humanities, arts, social sciences, law, or education
- Linda Young for Research Excellence in Indigenous Studies
- Alexandria R. Pavelich for Research Excellence in Interdisciplinary Studies

- Michele Monroy-Valle for Research Excellence in STEM - Medical Sciences and Public Health
- Vi Phan for Research Excellence in STEM - Natural Sciences
- Moein Hasani for Research Excellence in STEM - Technology and Engineering

**5. Looking Ahead:**

- The 2024-25 GSA elections are on! Get ready to welcome new faces to the team.
- We're listening to your feedback and gearing up to tackle important issues like funding, food insecurity, and professional development.

**6. Gratitude and Collaboration:**

- Big shoutout to the USASK Council for their ongoing support.
- Together, we're shaping the future of our university and beyond!

Stay tuned for more updates as we continue to work hard for you, the graduate student community at USASK! 🌟

Warm regards,

Kayla Benoit – Interim President

Abbas Fazel Anvari-Yazdi – VP External Affairs

Ramin Mohammadi – VP Finance and Operations

Sristy Sumana Nath – VP Academic and Student Affairs



MARCH | 2024

# UNIVERSITY COUNCIL



# ACKNOWLEDGEMENT

As an organization of Indigenous and Non-Indigenous students, we acknowledge that we gather on Treaty 6 territory, the homeland of the Cree, Saulteaux, Blackfoot, Métis, Dene and Dakota people. We acknowledge the harm that colonial institutions, such as the University of Saskatchewan, have done. We remember that there were centuries of governance and education on this land before the settlers arrived and that these forms of education and governance are continuing today. We honour and reaffirm our relationships with one another and the land that we are on as we work to dismantle the systematic barriers to education that First Nations, Métis, Inuit and other marginalized people face.





# INTRODUCTION

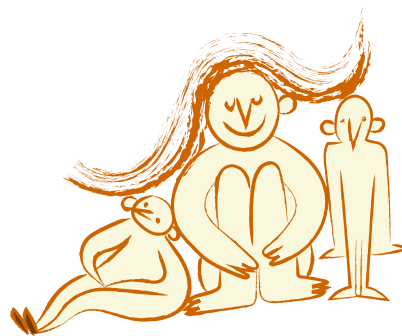
Honourable members of the University Council,

The USSU is pleased to be the primary support mechanism for students on campus. Our current report highlights the projects, initiatives, and partnerships from the recent months and sets out our primary goals for the year ahead.

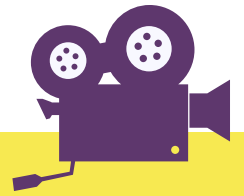
To dive deeper into our activities and see firsthand the vibrant campus life over the past months, we invite you to peruse our Instagram @ussuexec and visit the USSU website.

The pulse of the university is its students. Recognizing their diverse needs and aspirations, we've meticulously curated our priorities, grounded in direct feedback and extensive consultations. Our refocused trajectory revolves around three cardinal pillars:

- **Empowerment:** Beyond mere recognition, our vision is to foster an environment where students are inspired to fully realize their potential, leading their academic and co-curricular activities with assurance and enthusiasm.
- **Wellness:** Recognizing the multifaceted pressures of modern academic life, our allegiance goes beyond just scholastic achievement. We are dedicated to promoting holistic well-being, inclusive of extensive mental health support, resources for physical health, and avenues for emotional well-being.
- **Accessibility:** With a commitment to inclusivity at the forefront, we are amplifying our initiatives to ascertain that all students, irrespective of their unique backgrounds, abilities, or situations, can effortlessly access the comprehensive range of resources, opportunities, and experiences we proudly offer.







# USSU SO FAR

Since the University opened in the fall, USSU focused on conducting various student community outreach campaigns to enhance the student. Acknowledging the spike in enrolment at USask, the USSU executives also strengthened our resources for the student body. Executives particularly organized several events and activities to ensure that students felt welcomed and supported in the new academic year. These campaigns included mental health awareness events, cultural celebrations, and academic skills workshops. The USSU executives also worked closely with the University administration to address student concerns and improve campus facilities.

**1800+ MEETINGS**

**100+ EVENTS ATTENDED**

**80+ EVENTS HOSTED**

**300+ EVENTS SPONSORED**

**20000+ STUDENTS IMPACTED**

**4000+ GIVEAWAYS**



# SUPPORTING STUDENTS

The USSU leadership made our presence felt at several orientations across colleges, such as the Indigenous Students' Achievement Program, the Arts and Science Orientation, the Nursing Students Orientation, the Campus Expo, and numerous other events.

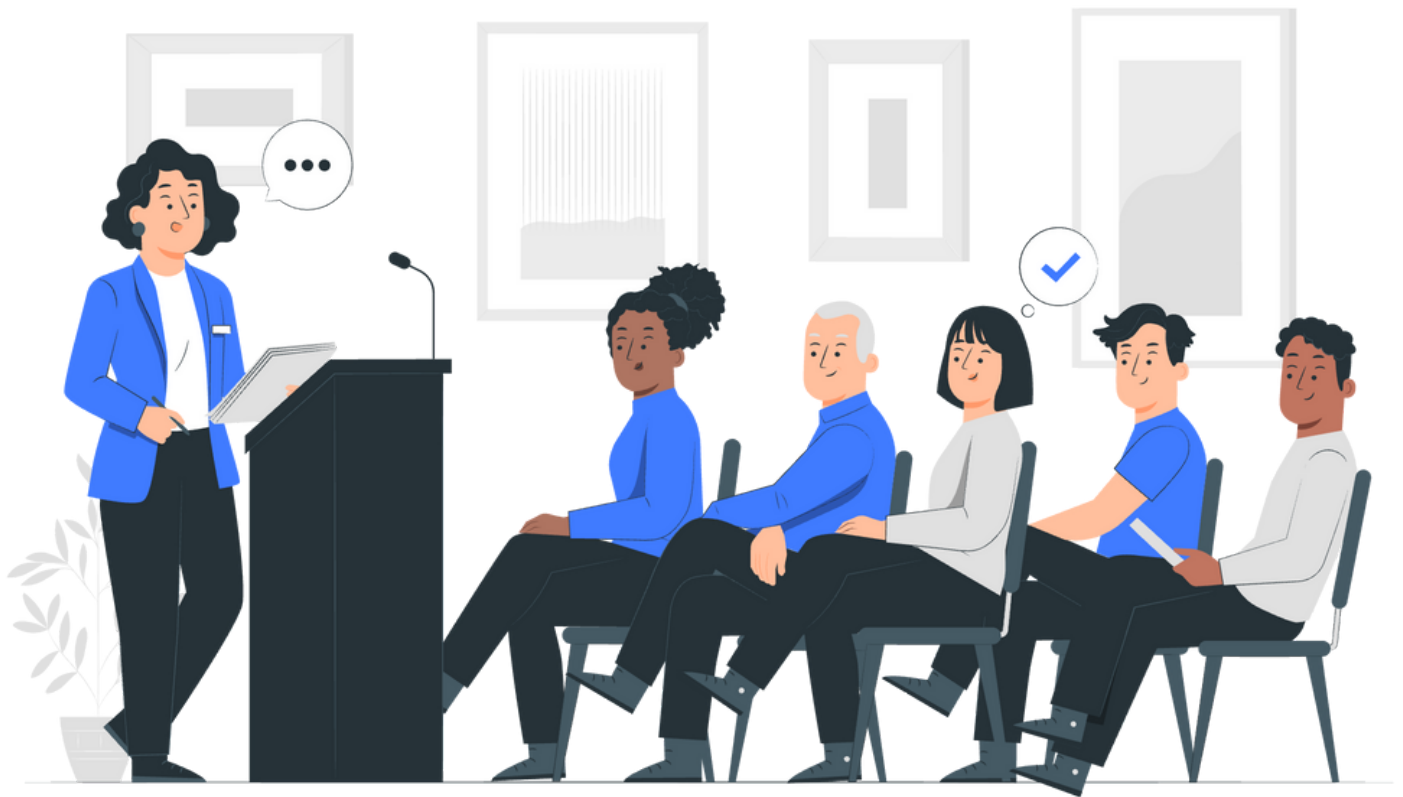
*It is imperative that students feel the tangible presence and impact of the USSU executives, ensuring they are valued and empowered in their academic and personal journeys.*



## KEY PERFORMANCE INDICATORS

Increased Student Involvement

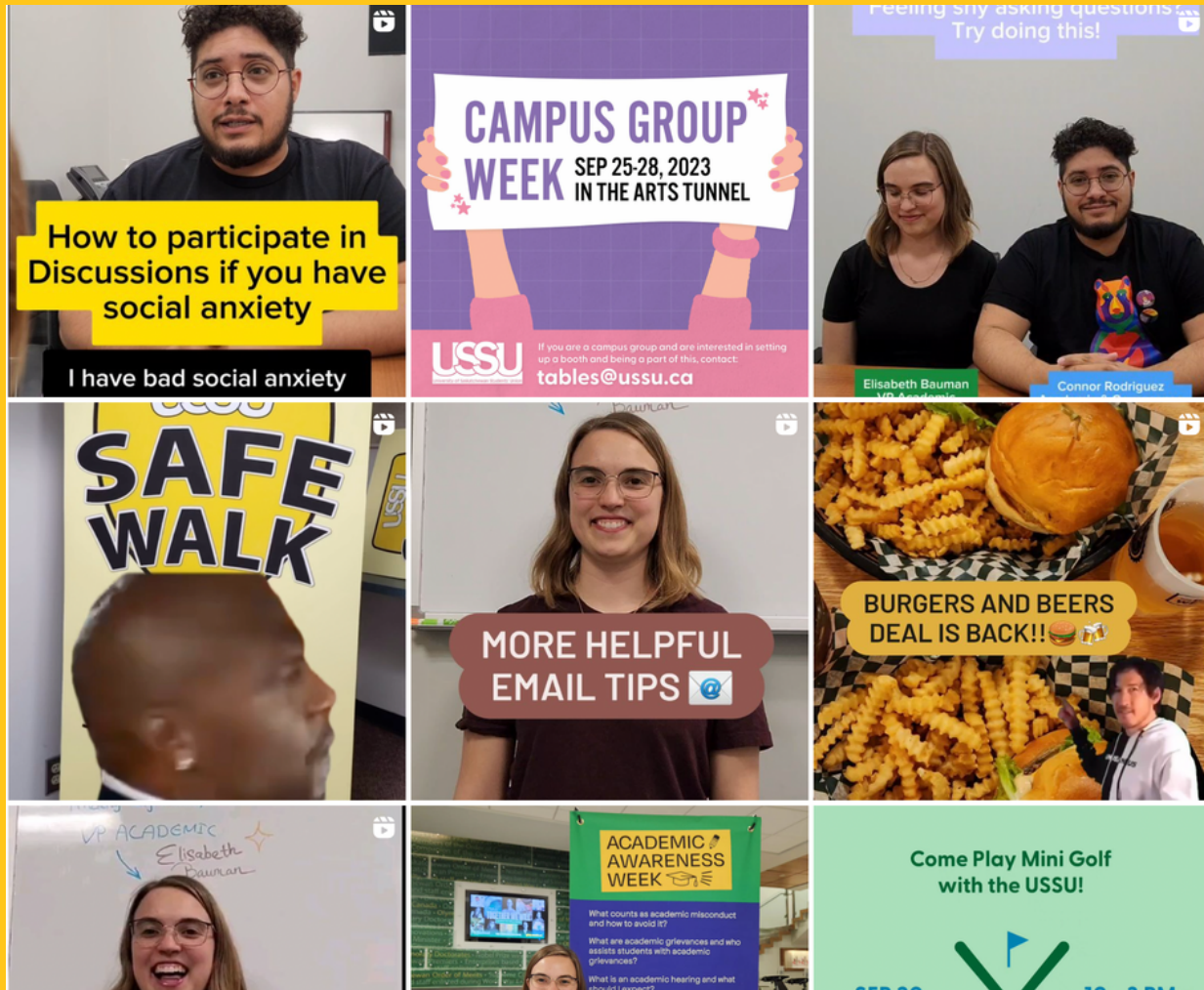
Increased Student Engagement to Surveys



**A D V O C A C Y**



# ACADEMIC ADVOCACY



As we progress to the finals season, we continue to observe a rise in academic-related concerns among our students. To address this, our office consistently offered a suite of resources focused on mental health and academic support. These included Empower Me, academic advising, access to the Student Wellness Centre, and guidance on academic policies, among others. The primary concerns raised by students involved requests for overrides, missed midterms, academic appeals, and navigating the process of communicating with professors to address various issues. Additionally, there was a notable need for guidance in instructor-student interactions and advocacy support. Our commitment to supporting our students remains steadfast, as we continue to provide them with essential resources and educate them about their academic rights and responsibilities.



# TEACHING EXCELLENCE AWARDS

## TEA Award Winners

- Sean Maw
- Hossein Rafiei
- Curtis Wendlandt
- Jeff Schoenau
- Ebrahim Bedeer Mohamed
- Simonne Horwitz
- Diane Clark
- Layla Gould
- Monique Blom
- Celene Sidloski

## Teaching Excellence Award - Instructional Support

- Sukhman Dhawan

## Leadership Awards

- David Zhang
- Emily Hubick
- Nadia Watts
- Neesha Persad
- Marina Bruce
- Tracy Spencer
- Eileen Knox
- Nova Heartfire
- Harkaranveer Singh Pooni
- Jocelyn Ormerod
- Alexis Salisbury
- Harleen Arora
- Alison Ward

## Campus Group of the Year

- Agriculture and Bioresources Students Association



# USSU EXECUTIVE (2023-2024) SCHOLARSHIP

The **USSU Executive Scholarship** is established to support undergraduate students at the University of Saskatchewan who demonstrate a commitment to promoting diversity, showing financial need, and engaging in community service and extracurricular activities. This scholarship aligns with the USSU's mission to advocate for and support students, fostering a vibrant, inclusive, and engaged student community.

## Definitions

- **Diversity:** The inclusion of individuals from various backgrounds, including but not limited to ethnicity, gender, sexual orientation, socio-economic status, and disabilities.
- **Financial Need:** The economic circumstances hinder a student's ability to finance their education.
- **Community Service:** Voluntary work intended to help people in a particular area.
- **Extracurricular Activities:** Activities performed by students that fall outside the realm of the regular school or university education curriculum.
- **Leadership:** The action of leading a group of people or an organization, or the ability to do this.

## Eligibility Criteria

- Must be a verified undergraduate student at the University of Saskatchewan.
- Active involvement in extracurricular activities and community service.
- Demonstrated leadership qualities and initiatives to improve student life on campus.

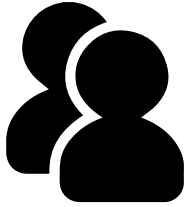
## Award Distribution

Two recipients will be chosen. A one-time payment of **\$2,000** to each scholarship recipient. For the 2023-2024 year, USSU will be issuing a cheque for payment fulfillment. The incoming president will be advised to work with appropriate channels to ensure the money is directly applied as a tuition credit.





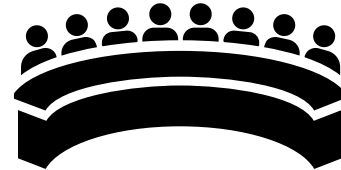
# STUDENT LEADERSHIP



## USSU Executive Networks

AACP members are the bridge between USSU and the student community, and collaboratively, they advocate for student support and services. We are happy to continually aim to focus on sharing our strategies and priorities for the year, achievements, and resources for the presidents. Additionally, we encourage the association presidents to share their priorities and plans for the year and how USSU can help them achieve their goals. Furthermore, VP Singh, Bauman, and Mehta are additionally creating similar networks with students from such associations that serve a role similar to them. The purpose of these executive networks will be to offer 1-on-1 mentorship and advice to student leaders as governance can be a challenging endeavour.

## University Students Council (USC)



University Students' Council Meetings are every Thursday at 6:00 PM in the Roy Romanow Student Council Chamber, with the exception of May, June, July, and August. On September 14, we began council meetings and welcomed several new councillors who are just starting their advocacy journeys. We would like to thank everyone in the uSask community who will be coming to the council and using the opportunity to engage with young leaders. The council is currently working on developing a recommendations document for the Provost's office to help present a student perspective on the upcoming annual budget.



## President's Executive Committee (PEC)

USSU executives are very grateful to have the opportunity to engage with PEC members on a regular basis. We are currently discussing issues such as student wellness wait times, building wellness spaces, and working with President Stoicheff to understand how students can contribute to increasing our university's rankings on a national and global scale.





# UNIVERSITY COUNCIL



What has *my union*  
done for me so far  
in 2023–2024?



# Goal #1: Student Accessibility

- Successfully lobbied USask Residence, City of Saskatoon, and the Government of Saskatchewan to invest in a **CONFIRMED** housing accelerator that is now committing to building **940** new, safe, and accessible home units in Saskatoon over the next 3 years
- Maintaining advocacy for the permanent creation for mindfulness spaces, renovation of current prayer spaces, offering of religious-based accommodations, and assisting USask Library's low-sensory space projects
- Successfully lobbying the university to normalize AI usage, encourage student entrepreneurship (matched with competitive compensation), ensuring active student participation in the AI Task Force
- Successfully lobbied the University of Saskatchewan to increase transparency in scholarship selection rubrics and dedicate more money to bursaries, grants, and awards



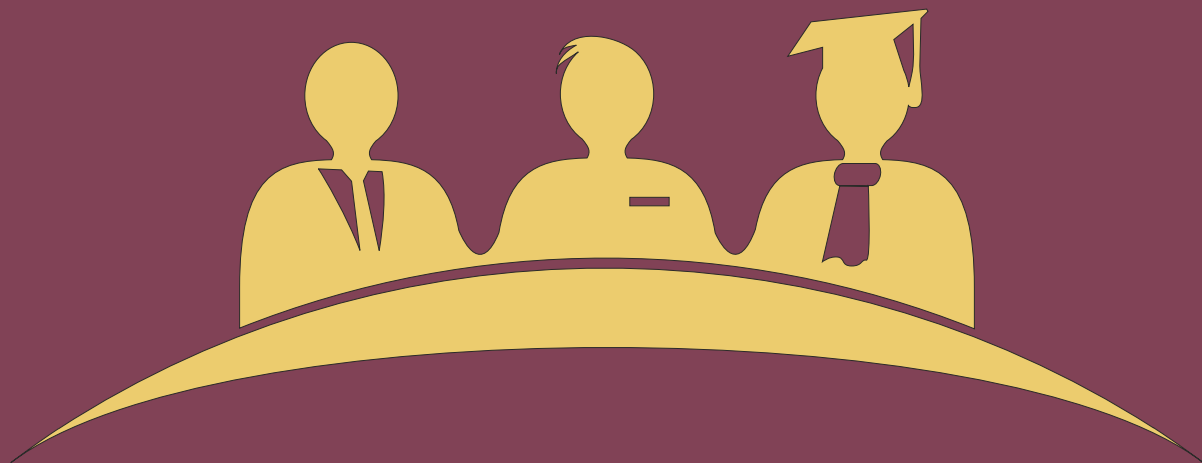
# Goal #1: Student Accessibility (Continued)

- Conducted multiple safety audits with the university administration during peak winter nights to point out low-lit, unprotected areas, and concerning technology gaps
- Revitalized late-night study sessions, especially in Murray & law libraries and maintained connections with LSA for efficient operations
- Brought back safewalk for first time since COVID-19 pandemic
- Extended working hours to accommodate student schedules and provide support 1-on-1 and in group settings
- CLOSE TO FINALIZING a deal with the university for a greater investment towards the UFood



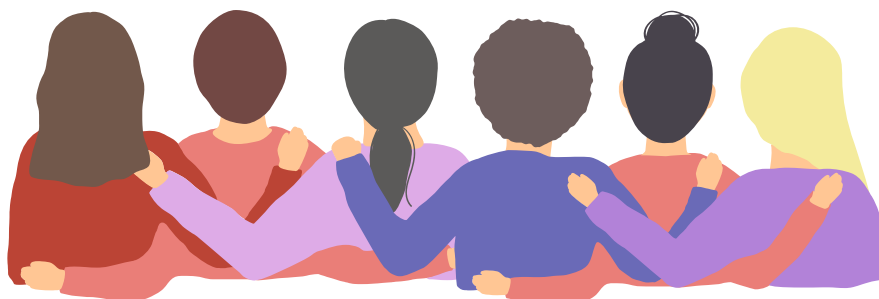
# Goal #2: Academic Integrity

- Maintained a prominent voice in the University's Assessment Working Group to challenge how the university conducts assessments, exams, rubrics, competencies, etc.
- Created a "Syllabus Guide" to de-mystify syllabi procedures, terms, and policies
- Launched the "How to Talk To Your Professor" and academic-case series to go over common student-concern scenarios
- Launched Academic Integrity Student consultation groups to encourage diverse student participation regarding academic integrity and how academic policies should change – especially to protect international and indigenous students from wrongful academic misconduct accusations



# Goal #2: Academic Integrity (Continued)

- Successfully assisted 150+ (and counting) students in academic grievance-related student cases and sat as a student advocate on hearing boards relating to:
  - Academic grievances
  - Academic misconduct cases
  - Informal & formal appeals
  - Supports for meetings with instructors, department heads, and deans
- Directed many students to the more appropriate resources, whether that be an academic advisor at their college, Student Outreach, ISSAC, Student Wellness, Department of Finances, or the police
- Established a VP Academic network from the majority of college associations/unions/societies. Communicated on events, projects, policies, and concerns
- The current executives are advocating for providing post-hearing support (mentorship, counselling) to students



# Goal #3: Student Empowerment

- Launched the first-ever USSU Executive Scholarship fund valued at \$4000 – with hopes that future executives will generate more funding for this
- Ratified 150+ student-led groups → motivated 3000+ individual students to participate in extracurricular activities on campus
- Granted \$40,000+ in funding for the Projects and Initiatives grant for campus groups
- Granted \$7000+ in funding for the EDI grant for campus groups
- Ensure Indigenous Students are supplied with funds for Indigenization commitments
- Provided student essentials and giveaways worth \$6000 (technology, tools, backpacks, welcome-week items)
- Actively promoted the sustainability fund and granted \$2000+ to sustainability-based initiatives on campus.
- Hosted 2 successful Campus Club Socials to encourage campus groups to network, ask questions, receive funding training, and engage in an inspiring atmosphere
- Hosted a “Finance and Information” Session to educate campus groups on how to manage their finances better, proper budgeting, and funding applications
- Organized the most engaged City of Saskatoon and Students Connection Committee to allow students to voice their concerns in terms of Transit and share ways to make Saskatoon a more student-friendly city
- Engaged actively in Bus Rapid Transit (BRT) Stakeholder Meetings to provide a student-backed voice
- Encouraged USC councillor representatives to engage at all levels of the university and city



# Goal #3: Student Empowerment (Continued)

- Planned and hosted two successful **Campus Club Weeks**
  - 15+ groups set up a table in the tunnels
  - Set up a USSU booth to answer any questions and provide
- **Undergraduate Symposium: 50+ projects** → \$1200+ worth of prizes allocated to students
- **USSU Excellence Awards** to praise and acknowledge phenomenal instructors, student volunteers, and community engagement
- **Key Campus Group Policy change**
  - Worked with the **Campus Group Committee and Campus Groups** to create policy changes that better reflect the needs for students and makes the ratification process easier for Campus Groups
- **CCR Info Session:** Created and distributed a CCR presentation that outlined the steps to get CCR
  - Hosted an information session to provide step-by-step instructions for campus groups on how to apply for CCR in a timely manner
- Created a more engaging and **easier-to-understand budget presentation** in consultation with the Finance Committee to be presented to the University Students' Council
- Worked with **non-insurable College-based groups** to get insurance and **ratify them**
- Strengthened ties with ISSAC (eg. conducted orientation for incoming international students)
- Rebuilt ties with the **Indigenous Students' Union** and increased active consultation between the unions for greater student support and communication → provided and budgeted more funding for future years





# Goal #4: Student Wellness

- Created a safe, empathetic, and compassionate work environment for everyone to contribute to and complement USSU's mission and values meaningfully
- Improved connection and coordination with Student Wellness and Outreach to get 100+ (and counting) students same-day appointments
- Helped 100+ students get acquainted with AES
- Provided targeted advice to the Provost regarding this area in the budget submission recommendations from the USC (smudge rooms, more funding, safe space construction, etc)
- Partnering with key stakeholders to provide awareness of the growing need for religious-based, spiritual, and holistic spaces on campus
- Work with the faith leaders council to address concerns related to racism, inequities, and ensuring fair decision making processes
- Resolved numerous non-academic cases



# Goal #5: Student Engagement

- Actively created and distributed around 2000 exam season de-stress goodie bags, accompanied by free fresh fruit in both terms
- Hosted two successful Welcome weeks for USASK students, including various events such as orientation bingos, movie nights, beer gardens, Chubby bunny, unity in diversity cloth sheets, etc
- **Build a USSU tradition: trivia nights**
- Promote **physical wellness events** such as rock climbing, summer games, ice skating, scavenger hunt, howler hunt, laser tag, etc
- **De-stress events:** bingo night, silent disco(s)
- Actively contributed to sustainability week, bike to work day, mental health awareness week, pride month, Powwow, Truth and Reconciliation Day, USSU Therapy dog visits
- Purchased brand new ice skates for students to rent for free via the PAC in collaboration with USASK REC
- Launched a **USSU feedback survey** to increase accountability and allow students to make suggestions for improvements
- 70+ meetings with **Campus Groups**



# Goal #6: Strengthen the USSU – Inside Out

- Streamlined internal HR process to increase efficiency and accountability by creating a “work hour tracker” for Execs
- Increased USSU’s importance and voice in higher university (Senate, University Council, Board of Governors, Administration) and government (provincial and federal) tenfold → strongest the relationship has ever been
- Increased interest in Union leadership by ensuring every single position is contested for the first time in many years
- Onboarded a new food court tenant, and the renovation work started with a projected opening in Spring 2024
- Working towards the start of the Organics collection in food operation areas (food court tenants, Louis’/Loft) for mid-April 2024
- Provide free menstrual products for staff in staff washrooms
- Budget preparation and approval (Exec, Finance Committee, USC) & successful year-end Audit (KPMG)





# USSU CENTRES

The USSU takes pride in its centres, which serve as inclusive sanctuaries equipped with pivotal resources for the campus community. Throughout the summer, these centres were abuzz with preparations, organizing a range of programming and support initiatives for the forthcoming academic year.

Before stepping into their roles, our centre volunteers undergo comprehensive training. This covers several crucial areas, such as USSU-specific training, protocols related to sexual violence and assault, anti-racism and anti-oppression measures, LGBTQ2SA+ inclusivity, and peer health education.

In recognition of their invaluable contributions, every USSU centre volunteer is awarded CCR credit along with an honorarium.

Currently, the USSU centres are open and ready to assist from 9 AM to 4:30 PM, Monday through Friday.



# FOOD CENTRE

The USSU is proud to introduce uFood, our tailored emergency food hamper initiative, designed specifically with the diverse dietary requirements of UofS students in mind. Recognizing the unique needs of our student body, our pantry is fully equipped not only with a broad array of food choices but also with essential baby items. This allows students to assemble an emergency hamper that truly aligns with their individual needs.

Students are welcome to avail of uFood up to four times each term. It's important to emphasize that both undergraduate and graduate students can benefit from this service. Additionally, students have the flexibility to access the Food Bank through either the USSU or our downtown depot, with a limit of two visits every month.

In addition to uFood, the USSU Food Centre proudly presents the Fresh Food Market situated in Place Riel. This initiative offers students an accessible venue to pick up healthy snacks and grocery items. With a keen focus on student health, the market offers fresh fruits and vegetables at highly subsidized rates, ensuring good nutrition is within every student's reach.

# PRIDE CENTRE

The USSU's Pride Centre is a beacon of inclusivity, fostering collaboration and understanding among individuals of all sexual orientations and gender identities. Our commitment is to create an environment that not only respects but also celebrates and affirms the vast spectrum of sexual and gender diversity.

One of our flagship initiatives is the Positive Space workshops. These sessions serve as an introductory exploration of gender and sexual diversity, equipping participants with the knowledge to cultivate welcoming spaces for lesbian, gay, bisexual, transgender, two-spirit, queer, and questioning individuals.

## **Key Offerings of the Pride Centre:**

**Peer Support & Queer Programming**

**USSU Pride Centre Library**

**Queer Housing Guidance**

**Gender Coup d'etat**

**Pride Night**

# HELP CENTRE

The USSU Help Centre stands as a cornerstone of support for our student community, offering an array of resources and assistance tailored to address various student concerns.

**Key Services and Resources of the USSU Help Centre include:**

**Peer Support Program:** Trained peers are here to provide guidance and referrals concerning a multitude of issues including sexual health, queer concerns, academic challenges, suicide, pregnancy, and more.

**Eating Disorder Support Group**

**USSU Help Centre Exam File**

**Mental Health Support Group**

**A.S.I.S.T. (Applied Suicide Intervention Skills Training)**

**Comprehensive Resource Centre:** We pride ourselves on our extensive collection of resources catering to a wide array of student needs.

**'Adulting 101'**

**Tools to address harassment**

**A variety of helpful workbooks and more.**

# WOMEN'S CENTRE

The USSU Women's Centre stands as a bastion of empowerment and awareness on the UofS campus. Our ethos revolves around taking a dynamic and forward-thinking approach to enlightening the campus community on pertinent issues impacting women today.

**Commitment to Equality:** Our primary mission is to foster an environment that promotes equality. However, we believe that recognizing and celebrating the distinctiveness within our diverse community is equally vital.

## **Awareness Initiatives:**

Sexual Assault Awareness Week

Take Back the Night

The National Day of Remembrance and Action on  
Violence Against Women

Parent Emergency Contact Program (PECP)



# SAFEWALK

Safety is paramount, and the Safewalk initiative stands as a testament to our commitment to ensuring the well-being of every individual on campus.

**You are never alone;** Safewalk is here to accompany you.

While you can request a Safewalk at ANY time, our dedicated volunteers are actively available to walk individuals safely to their destinations on or near campus from Sunday to Thursday, between 8:30 pm and 11:30 pm. Should you require assistance outside of these hours, please still reach out to protective services.

**Join Our Team:** We believe in community-driven safety. To make Safewalk even more efficient, we are eagerly seeking volunteers who share our vision of a safer campus. Volunteering for Safewalk not only helps in making a tangible difference in the community but also offers an opportunity to foster connections and be a part of a dedicated team.

# USSU CENTRES' EVENTS

**USSU**

## COLOUR ME GAY

**PAINT NIGHT** **WITH** the Pride Centre & Edward's Queer Students' Society (EGSS)

**USSU**

## EXCELLENCE AWARDS NOMINATION FORMS

2024

Teaching Excellence Awards **USSU**

**Deadline: Thursday, March 14th**

**USSU**

DISCOVER OPPORTUNITIES! EMPOWER YOURSELF! CONNECT AND ENGAGE!

## Volunteer Fair

MONDAY, FEBRUARY 12, 2024

## Trans Masc WORKSHOP

**Learn About**

- Binders, where to get them, and how to wear them safely
- Clothes and ways to style them in a comfortably masculine way
- Discussion on social transitioning

**In the Pride Centre**  
RM 104 IN THE MEMORIAL UNION BUILDING  
ON FRIDAY, FEBRUARY 2ND AT 5PM

**USSU**

**#ThanksTransit**

**USSU**

FEB 5-9 IS

## MENTAL HEALTH AWARENESS WEEK

Upcoming Events:

- Canada Day
- Cultural Identity
- Self-Care
- Introduction to Mindfulness
- Self-Care
- Introduction to Mindfulness
- Self-Care
- Introduction to Mindfulness
- Self-Care
- Introduction to Mindfulness
- Self-Care

**For more information:**  
ussuhelpcentre | helpcentre@ussu.ca | 93 Campus Dr, Room 105

**USSU**

## BINGO NIGHT

EXCITING PRIZES!

MONDAY, FEB 5 | 7PM

LOUIS' (Memorial Union Building)

**USSU**

## Fitness Fridays!

10 am on Fridays at the Fitness Loft

This is open to all people looking for a quieter and safe space to work out and get the guidance you need to start!

IN PARTNERSHIP WITH **RECREATION**

**USSU**

## PYSANKY WORKSHOP

3pm - 5pm  
Tuesday, March 26th

Louis' Private Function Room  
(Downstairs in the Memorial Union Building)

**USSU**

FEB 5-9 IS

## MENTAL HEALTH AWARENESS WEEK

Upcoming Events:

- Canada Day
- Cultural Identity
- Self-Care
- Introduction to Mindfulness
- Self-Care
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- Introduction to Mindfulness
- Self-Care

**For more information:**  
ussuhelpcentre | helpcentre@ussu.ca | 93 Campus Dr, Room 105

**VALENTINE'S DAY CARD MAKING!**

FEB 13 & 14

Women's Centre  
(Memorial Union Building)

Make a Valentine's card for your Valentine, and get a goodie bag in return!

**USSU** We hope to spread some love to you all this midterms season <3

**USSU**

weekly

## QUEERS OF COLOUR

5 PM ON WEDNESDAYS IN THE PRIDE CENTRE  
ROOM 104 MEMORIAL UNION BUILDING

**USSU PRESENTS**

## HOWLER HUNT

STARTS February 27 at 9:00am  
ENDS March 1 at 3:00pm

Place Riel Student Centre

**USSU**

## PRO CHOICE AWARENESS WEEK

JANUARY 29 - FEBRUARY 2

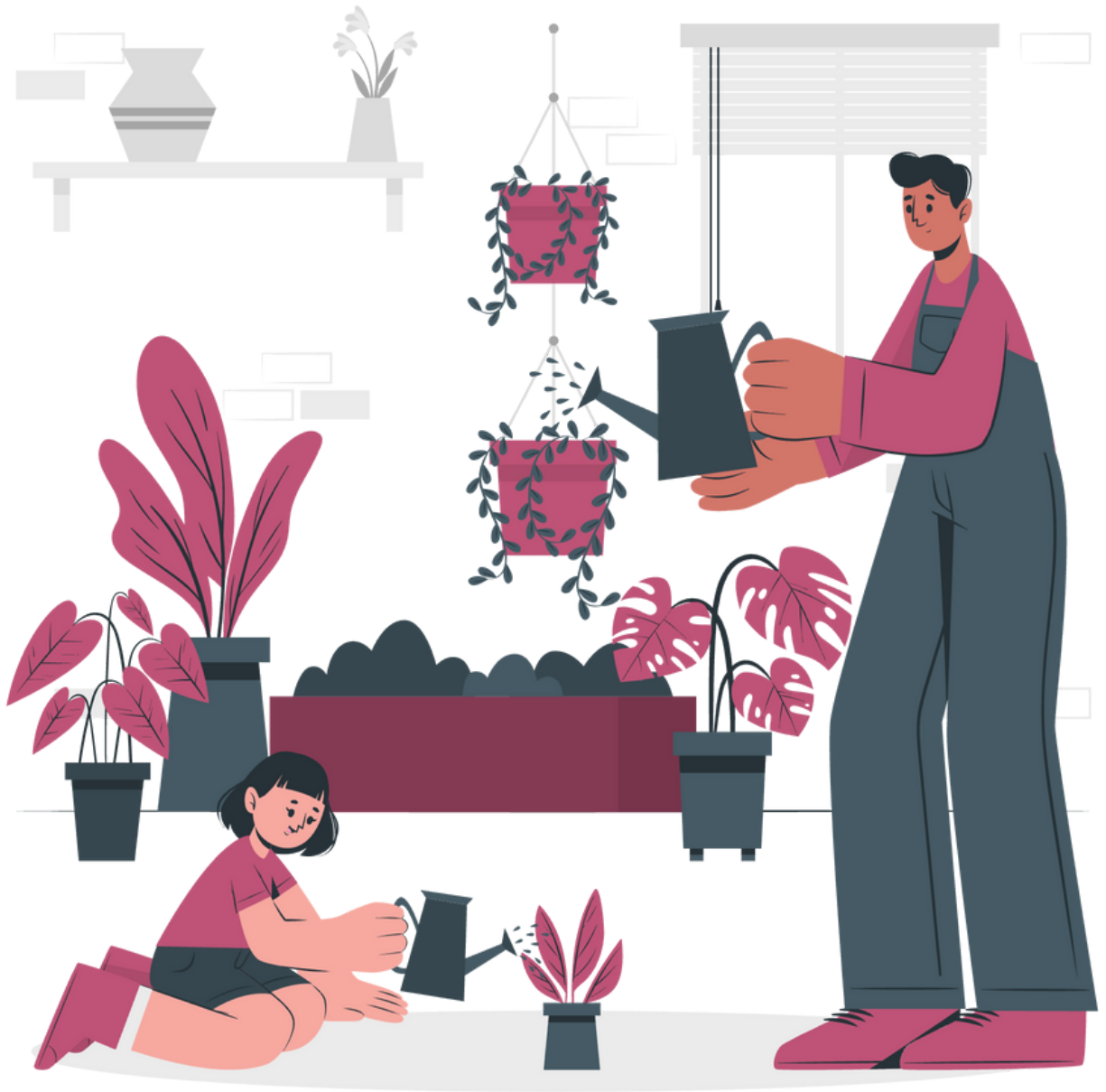
**USSU**

## BLACK HISTORY MONTH

POTLUCK & GAME NIGHT

TUESDAY, FEB 27TH AT 3-5 PM

Help Centre (Memorial Union Building)



**S U P P O R T**



# CAMPUS GROUPS

Campus Groups (CG) are an integral part of the services that USSU provides. We support our student-led activities on campus through our USSUHub portal. A CG, who ratifies with the USSU, has free access to space, funding, and various other kinds of assistance throughout the year. Whether you are interested in sports, politics, improv, or painting, there is a CG for everyone!

## TYPES OF CAMPUS GROUPS GRANTS

GRANT	AMOUNT	DEADLINE	APPLY AT
Project and Initiatives Grant	Maximum \$1000 per group per year	March 30, 2022	<b>USSUhub</b> VP Operations & Finance and Campus Group Committee
Anti-Racism & Anti-Oppression	May vary	March 30, 2022	<b>USSUhub</b> VP Operations & Finance and Campus Group Committee
Sustainability Grant	May vary	March 30, 2022	VP Student Affairs & Sustainability Committee
Executive Sponsorship	May vary	<b>Fall Events</b> October 31, 2021 <b>Winter Events</b> March 30, 2022	<b>USSUhub</b> VP Operations & Finance and Campus Group Committee



# INSURANCE

USSU, in partnership with Studentcare, operates extended health and dental coverage that fills the gaps in provincial health care and other basic healthcare programs. Through negotiation, USSU executives were able to extend the plan support. The new plan covers:



## Health \$1000

Prescription drugs  
Vaccinations  
Psychologists  
Physiotherapists  
Chiropractors  
and more...



## Dental Upto \$600

Checkups  
Cleanings  
Fillings  
Root canals  
and more...



## Vision Upto \$350

Eye exam  
Eyeglasses  
and contact lenses  
Laser eye surgery



## Travel Upto 5,000,000

Travel care abroad (120 days per trip, upto \$5,000,000 per lifetime)

NEW: Increased Trip cancellation and trip interruption coverage in the event of a medical emergency

NEW: COVID-19 coverage



# U-PASS

Through building relationships with the city and continuous negotiations, USSU and the City of Saskatoon Transit Services have developed a contract that not only supports students' needs but also creates a sustainable travel option for our students. Through U-PASS, USSU is supporting sustainability goals.

**U-PASS costs one-fourth of the regular transit pass.**





# NEW USSU EXECUTIVES

Please welcome the new USSU executive team:

- Krunal Chavda (President)
- Upkar Singh (Student Affairs)
- Moses Ahiabu (Operations & Finances)
- Elisabeth Bauman (Academic Affairs)

# ACKNOWLEDGEMENTS

We are very grateful to our USSU senior managers, Amanda Mitchell (Controller), Jason Ventnor (Communications and Marketing Manager), Jason Kovitch (Business and Services Manager), and Stefanie Ewen (Facilities Manager), for answering our questions and guiding us in the right direction.

*We thank the university administration for your continued support in our efforts to empower more resilient student leaders.*



## President

Ishita Mann, S.V.M.

1 Campus Dr, Saskatoon, SK S7N 5A3

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