

AGENDA**2:30 p.m. Thursday, February 20, 2020****Neatby-Timlin Theatre – Arts 241**

In 1995, the **University of Saskatchewan Act** established a representative Council for the University of Saskatchewan, conferring on Council responsibility and authority “for overseeing and directing the university’s academic affairs.” The 2019/20 academic year marks the 25th year of the representative Council.

As Council gathers, we acknowledge that we are on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of our gathering place and reaffirm our relationship with one another.

niyanān onīkānēwak kā māmawī apiyāhk, nikiskēhtiyinān ōma nikotwāsik kihci tipahamātowin askiy ēkwa mīna ēta āpihtowikosānak kā wīkīcik. nīkīhcēyimānānak kahkiyaw iyiniwak ēkwa āpihtawikosānak osci ōta askīhk ēkwa kāwī ta kiskēhtamahk kiwahkohtowiniwa.

Kaa maashakoonitoochik li koonsay, ni kishkayhtaynaan aen ayaahk sur li tayrayn di li traytii sis pi iita kaa wiikichik lii Michif. Li rispay ni mīyaanaanik lii Praamyayr Naasyoon pi ni waahkoomaakanuk lii Michif iita kaa maashakoonitooyaahk pi ni shoohkamoonihtaanaan ka ishi waakoohtooyaahk.

- 1. Call to Order**
- 2. Tributes**
 - 2.1 Tributes (none)
- 3. Adoption of the agenda**
- 4. Opening remarks**
- 5. Approval of Minutes of the meeting of January 16, 2020**
- 6. Business Arising from the Minutes**
- 7. Report of the President**
- 8. Report of the Provost**
- 9. Student Societies**
 - 9.1 Report from the USSU
 - 9.2 Report from the GSA
- 10. Governance Committee**
 - 10.1 Request for Decision: Council Bylaws amendment – monthly meetings

It is recommended that Council approve an amendment of the Council bylaws to eliminate the annual February meeting of Council as Part One III.5(b), effective February 29, 2020.

11. Nominations Committee

11.1 Request for Decision: Nomination to the University Review Committee (URC)

It is recommended that Council approve the nomination of Joshua Lawson, College of Medicine, to serve as member of the University Review Committee effective immediately and continuing until June 30, 2022.

11.2 Request for Decision: Nomination to the Policy Oversight Committee

It is recommended that Council approve the nomination of Keith Walker, Department of Education Administration, to serve as member of the Policy Oversight Committee effective immediately and continuing until June 30, 2022.

12. Academic Programs Committee

12.1 Request for Decision: Admissions Qualifications change – Biochemistry, Microbiology and Immunology graduate programs.

It is recommended that Council approve the proposed changes to the admissions qualifications for Biochemistry, Microbiology, and Immunology, effective the 2021-22 admissions cycle.

12.2 Request for Decision: Admissions Qualifications change – Master of Physical Therapy (MPT) program

It is recommended that Council approve the proposed changes to the admissions qualifications for the Master of Physical Therapy (MPT) program, effective the 2021-22 admissions cycle.

12.3 Request for Decision: Admissions Qualifications change – Doctor of Dental Medicine (DMD) program - pilot

It is recommended that Council approve the proposed changes to the admissions qualifications for Doctor of Dental Medicine (DMD) program, as a pilot starting the 2021-22 admissions cycle and continuing for three (3) years.

12.4 Request for Decision: Doctor of Philosophy (PhD) in Precision Oral and Systemic Health

It is recommended that Council approve the proposed Doctor of Philosophy (PhD) program in Precision Oral and Systemic Health, effective May 2020.

12.5 Request for Decision: Master of International Public Management and Administration (MIPMA)

It is recommended that Council approve the proposed Master of International Public Management and Administration (MIPMA) degree program, effective May 2020.

12.6 Report for Information: Deletion of the Postgraduate Diploma in Biochemistry

13. Other business

14. Question period

15. Adjournment

*Next Council meeting is March 19, 2020 – Please send regrets to Michelle.Kjargaard@usask.ca
Deadline for submission of motions to the coordinating committee: February 24, 2020*



MINUTES OF UNIVERSITY COUNCIL
2:30 p.m. Thursday, January 16, 2020
Neatby-Timlin Theatre, Arts 241

Attendance: See Appendix A for the listing of members in attendance.

1. Call to Order

The meeting was called to order at 2:36pm.

2. Tributes

There was a moment of silence for those who lost their lives on the Ukraine International Airlines flight 752.

3. Adoption of the Agenda

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

CARRIED

4. Opening remarks

The chair, Dr. Jay Wilson, acknowledged that Council meets on Treaty 6 Territory and the Homeland of the Métis, paying respect to the First Nations and Métis ancestors of our gathering place and reaffirming our relationship with one another.

Dr. Wilson welcomed Dr. Chelsea Willness to her first meeting of Council in the role of University Secretary and Chief Governance Officer.

Dr. Wilson reminded those in attendance of the usual protocols for discussion and debate.

He informed Council of the recent President's Executive Committee and Council chairs' breakfast topic: interdisciplinarity at USask.

He also reminded those who submit reports to University Council of the deadlines, which are 10 days prior to the meeting. He asked that these deadlines be respected as they are part of the requirements of the Council bylaws. Questions about the timelines can be directed to Dr. Wilson or the office of the University Secretary.

Dr. Wilson also noted that the call for Council member nominations is open, with a deadline of February 3, 2020.

5. Approval of Minutes of the meeting of December 19, 2019

Motion (Aitken/Rainer): *That the minutes be approved with amendments as discussed.*

CARRIED

6. Business Arising from the Minutes

None.

7. Report of the President

The president wished Council members a Happy New Year. He thanked Council for the opportunity to report on the *University Plan: 2025* in December. He thanked members of Council for the congratulatory remarks on his renewal as president.

The president welcomed Dr. Chelsea Willness to the role of University Secretary and Chief Governance Officer, noting the change in title from University Secretary. He indicated that the new title better captures the broad spectrum of duties and responsibilities. In addition, he noted that we are the only U15 he is aware of where the position is held by a faculty member.

Finally, the president extended sympathies to the members of the university community affected by the recent Ukraine International Airlines Flight 752 crash.

8. Report of the Provost

The provost began his remarks by wishing the members of Council and the rest of the university community the very best in 2020.

He conveyed condolences for the loss of 176 lives in the crash of Ukraine International Airlines Flight 752, many of whom were Iranian Canadians, many academics, and many from Western Canada.

Dr. Vannelli then presented the report of the provost. He noted that this term will be a very busy term with many activities managed by colleges and schools with support from the provost's office.

He indicated that the Task Force on Public Health was hard at work. He commended and thanked Vince Bruni-Bossio and Jacquie Thomarat for their support of the work. He indicated that he would provide a further update to Council on the topic in his February report [Table 1. Action 1], following further consultation with the university community.

The provost reported that consultations were taking place with Dr. Patti McDougall, vice-provost teaching and learning, and interim dean of CGPS, Dr. Trevor Crowe, and undergraduate and graduate students on tuition for the 2020-21 academic year. By the March 2020 meeting of the Board of Governors, tuition levels will be set.

He commented that it is important that we work together in stabilizing our budget to support the fundamental disciplines, professional programs, and research mission of the university. We must remain committed to the academic mission of the university during these challenging times.

The provost also reported that there are nine searches and reviews of decanal positions underway.

9. Student Societies

9.1 Report from the GSA

Mery Mendoza, president of the GSA, presented the January 2020 GSA report. She reported on the recent winter orientation, and the graduate research conference. In addition, at the Holiday Hangout over the holiday break there were 80-100 people present for every day of the event. She hopes that this event becomes a permanent fixture at USask.

9.2 Report from the USSU

Carlos Muñoz Pimentel (VP academic affairs) presented the USSU report on behalf of Regan Ratt-Misponas. He extended congratulations to Dr. Willness.

He reported on the recent Undergraduate Project Symposium, the Women in Leadership Event, and Campus Clubs Week. He also noted that a special general meeting of USSU Council would be held on February 6, 2020 to consider amendments to bylaws to ensure the best functioning of the organization.

10. Academic Programs Committee

Dr. Susan Detmer, chair of APC, presented one request for decision and two reports for information as provided in the agenda materials as follows.

10.1 Request for Decision: Admissions Qualifications change – Master of Water Security (MWS) Program

Dr. Detmer reported that this change was part of the strategic plan for SENS. SENS will be offering the program in partnership with Beijing Normal University in China. Students will be required to provide a written statement as to why they want to get into the program, have a prerequisite course in math and statistics with a 70% average, and partake in an interview online or by another method. The change was approved at APC on December 18, 2020.

(DETMER/DOBSON): *It is recommended that Council approve the proposed changes to the admissions qualifications for the Master of Water Security (MWS) program, effective the 2021-22 admissions cycle.*

CARRIED

10.2 Report for Information: Changes to graduate programs in the Biomedical Science programs

Dr. Detmer presented the report for information, as the approval authority is delegated to APC. The changes were approved by APC on December 18, 2020. She noted that the changes follow department and college guidelines.

10.3 Report for Information: Change to the Bachelor of Science in Engineering (B.E.) program in Engineering Physics – credit unit reduction

As the approval authority is delegated to APC, Dr. Detmer reported on the approved change to the total number of credit units where tuition is affected, which was considered by APC on December 18, 2020.

11. Nominations Committee

Dr. Eric Lamb, vice-chair of the Nominations Committee, presented three requests for decision.

11.1 Request for Decision: Nomination to the Scholarship and Awards Committee

(LAMB/URQUHART): *It is recommended that Council approve the nomination of Hyunjung Shin, Department of Curriculum Studies, to serve as member of the scholarship and awards committee of Council effective immediately to June 2022.*

The chair called for nominations from the floor three times. There were none.

CARRIED

11.2 Request for Decision: Nominations to search committees

(LAMB/URQUHART): *It is recommended that Council approve the nomination of the following individuals to serve as members of the deans' search committees below, effective immediately:*

- *Dr. Terry Fonstad, associate dean research and partnerships in the College of Engineering, will serve on the dean's search committee for Nursing;*
- *Dr. Angela Bedard-Haughn, associate dean research and graduate studies, College of Agriculture & Bioresources, will serve on the executive director's search committee for the School of Environment and Sustainability.*

The chair called for nominations from the floor three times. There were none.

CARRIED

11.3 Request for Decision: Nominations to deans' review committees

(LAMB/URQUHART): *It is recommended that Council approve the nomination of the following individuals to serve as members of the deans' review committees below, effective immediately:*

- *Dr. Anurag Saxena, associate dean of postgraduate and medical education in the College of Medicine, will serve for the dean of WCVM, Dr. Doug Freeman;*
- *Dr. Jack Gray, vice dean research, scholarly and artistic work, College of Arts & Science, will serve for the dean of the Library, Dr. Melissa Just;*
- *Dr. Teresa Paslawski, associate dean, School of Rehabilitation Science, will serve for the dean's review for the College of Kinesiology, Dr. Chad London;*
- *The associate dean of the Library, Rachel Sarjeant-Jenkins, will serve on the review committee for the dean of the College of Law, Dr. Martin Philipson.*

The chair called for nominations from the floor three times. There were none.

CARRIED

12. Governance Committee

Dr. Stephen Urquhart, chair of the governance committee, presented one notice of motion.

12.1 Notice of Motion: Council Bylaws amendment – monthly meetings

It is recommended that Council approve an amendment of the Council bylaws to eliminate the annual February meeting of Council as Part One III.5(b), effective March 1, 2020.

Dr. Urquhart noted that the February Council meeting falls during reading week and quorum is difficult to reach. He reported that in consultation with the University Secretary's office it was determined that it would be difficult to re-coordinate the standing committees in line with a rescheduled February Council meeting. The Coordinating Committee had also consulted with University Registrar's office and determined from an academic catalogue standpoint that the proposed cancellation would be workable.

There was a question about whether quorum had *not* been reached in recent years. Dr. Urquhart responded that quorum was difficult to reach, but had been reached.

13. Joint Committee on Chairs and Professorships

Dr. Ken Wilson of the Joint Committee on Chairs and Professorships presented a request for decision.

13.1 Request for Decision: The Wolfe-Saskatchewan Fellowship At-Large for Outstanding Newly Recruited Research Scholars

(Sarte/Gjevre): *It is recommended that Council approve the Wolfe-Saskatchewan Fellowship At-large for Outstanding Newly Recruited Research Scholars and recommends to the Board of Governors that the Board authorize establishment of the chair.*

CARRIED

14. Other business

None.

15. Question period

A Council member inquired as to tuition fee penalties. He requested that the University not levy penalties on late tuition payments; moreover, he suggested that we should advertise that we are a university that does not.

Russell Isinger, University Registrar responded that his office reviews such policies regularly. Penalties encourage payment and are not out of step with other universities. He committed to further examining the financial and historic reasons for penalties on late tuition payments at USask and reporting back to Council [Table 1. Action 2].

16. Adjournment

(Dobson): The meeting was adjourned by motion at 3:25pm.

Table 1. Action items

Section	Action item	Responsible
p.2 s.8	Report on the progress of the Public Health Task Force	Provost
p.5 s.15	Report on the financial and historic reasons for late penalties on tuition	University Registrar

Attachments

1. Appendix A – Attendance from the meeting of January 16, 2020

Next meeting February 20, 2020 – Please send regrets to michelle.kjargaard@usask.ca.

Deadline for submission of motions to the coordinating committee: January 27, 2020.

DRAFT

Attendnace Summary - Voting Participants

Name	Sept 19	Oct 17	Nov 21	Dec 19	Jan 16	Feb 20	Mar 19	Apr 16	May 21	June 18
Aitken, Alec	R	P	P	P	P					
Alcorn, Jane	A	A	A	A	A					
Berry, Lois	R	P	R	P	P					
Blakley, Jill	R	P	R	P	P					
Boland, Mark	P	P	P	P	P					
Bonham-Smith, Peta	P	P	P	P	R					
Brook, Ryan	P	P	P	R	A					
Brothwell, Doug	R	P	P	R	P					
Bruni-Bossio, Vince	A	P	R	P	P					
Buhr, Mary	P	R	R	P	A					
Burgess, David	P	P	P	P	R					
Card, Claire	P	P	P	P	P					
Carter, Mark	P	P	P	A	A					
Chernoff, Egan	A	A	A	A	A					
Chibbar, Ravindra	P	R	P	P	P					
Crowe, Trever	P	P	P	P	P					
D'Eon, Marcel	P	P	A	P	A					
Dawson, DeDe	P	P	P	R	P	Sabbatical (Jan-Jun 2020)				
de Boer, Dirk	P	P	R	P	R					
Delbaere, Marjorie	P	R	R	P	P					
Deters, Ralph	P	P	P	P	A					
Detmer, Susan	P	P	P	P	P					
Dick, Rainer	P	P	P	P	P					
Dobson, Roy	P	R	P	P	P					
Downe, Pamela	P	P	R	P	R					
Elias, Lorin	P	P	P	R	P					
Engler-Stringer, Rachel	P	R	P	P	P					
Eskiw, Christopher	A	A	A	A	A					
Fonseca, Alejandra	P	P	P	P	A					
Flynn, Kevin	P	P	R	P	P					
Foley, Sarah	P	R	P	P	R	R	R	R	R	R
Fotohui, Reza	R	P	R	P	P					
Freeman, Doug	R	R	P	P	R					
Gabriel, Andrew	A	P	A	P	P					
Gillis, Glen	P	P	P	P	Sabbatical (Jan-Jun 2020)					
Gjevre, John	P	R	R	P	P					
Harrison, William	A	A	A	P	A					
Henry, Carol	R	A	P	A	P					
Illing, Kate	A	R	A	A	A					
Jamali, Nadeem	P	P	P	P	R					
Jensen, Gordon	P	R	A	P	R					
Jones, Paul	R	P	P	P	P					
Just, Melissa	R	R	P	P	P					
Kalra, Jay	P	A	P	R	R					
Kelly, Timothy	P	P	P	P	P					
Khandelwal, Ramji	P	R	P	P	R					
Klassen, Lauren	A	A	A	A	P					
Ko, Seok-Bum	P	P	R	R	R					
Kresta, Suzanne	P	R	A	A	R					
Kumaran, Arul	P	A	P	A	A					
Lamb, Eric	P	P	P	P	P					
Lane, Jeffrey	P	A	P	P	P					
Langhorst, Barbara	R	R	R	P	R					
Lanovaz, Joel	P	P	P	P	P					
Lindenschmidt, Karl	P	P	A	P	P					
London, Chad	P	P	P	P	R					
Luke, Iain	R	A	R	R	R					
Macfarlane, Cal	A	R	A	A	A					

Name	Sept 19	Oct 17	Nov 21	Dec 19	Jan 16	Feb 20	Mar 19	Apr 16	May 21	June 18
MacLean, Jason	R	A	A	R	A					
Manley-Tannis, Richard	P	R	P	A	P					
Markham, Taylor	A	A	A	A	A					
McEwen, Alexa	A	R	R	P	R					
Mousseau, Darrell	P	P	P	P	P					
Murphy, JoAnn	P	P	P	P	P					
Neufeld, Matthew	P	P	P	P	P					
Newman, Kagan	A	A	A	A	A					
Papagerakis, Petros	A	A	P	P	P					
Phillipson, Martin	P	P	P	P	A					
Pocha, Sheila	P	A	A	A	A					
Poettcker, Grant	A	A	A	A	A					
Power, Sarah	A	A	A	A	A					
Prytula, Michelle	P	R	P	P	R					
Racine, Louise	R	R	R	R	R					
Reaser, Isaac	A	A	n/a-resigned as of Nov 2019 and replaced by Celeste Robillard							
Risling, Tracie	P	P	R	R	P					
Robillard, Celeste	n/a	n/a	A	R	P					
Sarty, Gordon	P	P	P	P	P					
Saxena, Anurag	A	P	A	P	R					
Shevyakov, Alexey	P	A	P	R	P					
Shin, Hyunjung	P	P	P	R	P					
Singh, Jaswant	A	P	P	P	P					
Smith, Charles	P	A	A	A	A					
Smith, Preston	R	A	P	R	P					
Smith, Martha	P	P	P	P	P					
Soltan, Jafar	P	P	P	P	P					
Sommerville, Kara	P	R	P	R	P					
Spurr, Shelley	P	P	P	P	R					
Squires, Vicki	P	A	P	P	R					
Stoicheff, Peter	P	R	P	P	P					
Stuart, Glenn	P	P	A	P	P					
Swidrovich, Jaris	P	R	P	R	P					
Urquhart, Stephen	P	P	P	P	P					
Vannelli, Tony	P	P	P	P	P					
Waldner, Cheryl	P	P	P	P	R					
Walker, Keith	P	R	P	P	R					
Willenborg, Christian	P	R	R	P	P					
Willness, Chelsea	P	P	n/a-resigned as of Oct 31, 2019 and will be part of non-voting as of Jan 1, 2020							
Willoughby, Keith	P	P	P	P	P					
Wilson, Jay	P	P	P	P	P					
Wilson, Lee	P	A	P	P	P					
Woods, Phil	P	P	P	P	P					
Wotherspoon, Terry	P	P	P	P	P					
Yao, Yansun	Sabbatical (Sep-Dec 2019)				A					
Zello, Gordon	R	R	R	P	A					
Zhang, Chris	P	P	P	P	P					

COUNCIL ATTENDANCE 2019-2020

Attendance Summary - Non-voting participants

Name	Sept 19	Oct 17	Nov 21	Dec 19	Jan 16	Feb 20	Mar 19	Apr 16	May 21	June 18
Bilson, Beth	P	P	P	P	Jan 2020-B. Bilson has moved from the OUS Dept					
Chad, Karen	P	P	P	P	P					
Doig, Anne	n/a	n/a	P	P	P					
Fowler, Greg	A	P	A	A	P					
Isinger, Russell	P	P	P	P	P					
McDougall, Patricia	P	A	P	P	R					
Mendoza, Mery	P	P	P	R	P					
Morrison, Karen	R	P	P	P	P					
Munoz Pimentel, Carlos	P	P	P	R	P					
Osburn, Debra Pozega	P	P	R	P	P					
Ottmann, Jacqueline	P	A	A	A	A					
Ratt-Misponas, Regan	P	A	P	P	R					
Still, Carl	P	R	R	P	P					
Willness, Chelsea	n/a-C. Willness started with OUS Jan 1, 2020				P					

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL February 2020**Opening of the USask Community Centre**

The official opening of the USask Community Centre took place on January 29th. This is an important gathering place for our student community to seek connections, support, and education around health and wellness. The launch also took place on a significant day dedicated to ending stigma around mental health – Bell Let's Talk Day. The mental health of our students and campus-wide community is a key priority and it is important that programs to support and educate students on health and wellness are available and accessible.

USask researchers assist with coronavirus vaccine development

In mid-January, our university appeared on the national and international stage as USask's VIDO-Intervac researchers received permission from the Public Health Agency of Canada to assist in the global effort in developing a vaccine for the coronavirus. Dr. Volker Gerdts, Director of VIDO-Intervac, is leading this initiative at the on-campus facility that is approved to handle Level 3 pathogens. There are also a number of USask researchers involved in the coronavirus work, in particular Drs. Darryl Falzarano and Qiang Liu, both coronavirus experts.

CJ Mackenzie Gala of Engineering Excellence honours Dr. Brad Polischuk

In January, I had the pleasure of attending the 44th annual C.J. Mackenzie Gala of Engineering Excellence, a cornerstone event for the College of Engineering. Founded in 1976, the event is a well-known celebration of students, faculty and staff who come together with engineering professionals from across the province to honor prominent engineering alumni. This year, electrical engineering alumnus Dr. Brad Polischuk (BE '88, MSc'90, PhD'93) was named the C.J. Mackenzie Gala of Engineering Excellence Distinguished Lecturer. Dr. Polischuk is the Vice President of Research and Development for Hologic, a medical technology company. His work in medical imaging technology – research that started here at USask with Dr. Safa Kasap – has had enormous impact, helping medical professionals give patients the information they need to make critical decisions about their healthcare.

USask Global Institute for Food Security (GIFS) signs MOU with Bangladesh Agricultural Research Council (BARC)

On a recent mission to Bangladesh, a number of USask representatives, including those from the Global Institute of Food Security (GIFS), had the opportunity to sign an MOU with the Bangladesh Agricultural Research Council (BARC) of the Bangladesh Ministry of Agriculture. The

MOU is designed to enhance a multidisciplinary research, training and development partnership that will help promote sustainable food security in the country. A joint consortium between GIFS and BARC will work with partners in Canada and Bangladesh to deliver programs focused on improving farmer incomes, addressing the effects of climate change in Bangladesh, and strengthening the country's delivery of the United Nations Sustainable Development Goals. Other USask representatives on the mission included the Global Institute for Water Security (GIWS); the Colleges of Agriculture and Bioresources, Arts and Science, and Pharmacy and Nutrition; and the Canadian Light Source.

USask research chair receives \$2.35M to study beef cattle health and productivity

USask researcher, Dr. Cheryl Waldner, will undertake a five-year research program to study beef cattle health and productivity. As the NSERC/BCRC Industrial Research Chair in One Health and Production-Limiting Diseases, Waldner will work with the industry to address priorities of Canada's beef producers across the beef value chain—from improved herd health, to expanded surveillance of antibiotic use and resistance, to increased uptake of best practices for herd management. As noted in the release, among the reasons USask was chosen for the chair—in addition to Waldner's research record and previous collaborations with BCRC—are the critical mass of beef researchers at WCVN and the College of Agriculture and Bioresources, along with access to the new USask Livestock and Forage Centre of Excellence.

Note of congratulations to Brent Cotter

I wish to extend my congratulations to Brent Cotter, QC, (BComm'71), a distinguished USask graduate and College of Law professor, who was appointed a member of the Senate of Canada on January 31. This is an exceptional achievement for one of our most accomplished alumni, faculty members, and leaders; and is a wonderful example of how members of our university strengthen communities and nations. Brent joins fellow USask alumni Lillian Dyck and Denise Batters currently serving as members of the Senate of Canada.

Provost's Report to Council

February 2020

GENERAL REMARKS

At the February Council February 20, 2020, I will update Council on the proposed major changes that to enhance graduate student funding and new graduate tuition funding levels for domestic and international students. With these changes, we believe many graduate students will benefit from more support than previously offered and to focus on supporting a better graduate student experience. I will present details for proposed graduate student financial support and tuition that will take us to 2024-25.


We are proposing a way forward to ensure our graduate students continue to have one of the best educational experiences at our institution. As a result of a comprehensive review of graduate student financial support and tuition levels, we are considering increasing graduate tuition by approximately 10 per cent per year for five years (with the international differential multiplier increasing by 6.9 per cent per year for five years). Most important, we will work to ensure that students with financial needs do not face economic barriers. As such, an estimated two-thirds of the proposed annual incremental tuition (proposed \$10 million per year by 2025) will be allocated to increased student financial support each year. The remainder will be used to support graduate excellence in research, teaching and learning.

This tuition proposal is based on the application of University Board-approved principles of comparability, access and affordability, enabling quality, predictability, and transparency through consultation, which is currently ongoing at USask. Tuition rates are set in advance of the annual provincial budget announcement and are not set in relation to provincial funding.

To ensure that students currently enrolled in graduate programs at USask are not put at a disadvantage by these proposed tuition increases, it is proposed that graduate students will receive bursaries to partially offset the increase (bursaries will be available for every student continuing in a program in 2020/21 with master's students are eligible up to one year and doctoral students being eligible for up to three years).

Additionally, it is proposed that we will implement an "international differential tuition scholarships" in September 2020, awarded to new international students who will be registering in a thesis-based program. The value of the scholarships will be equal to the difference between the amount of tuition assessed to an international student and the amount assessed to a domestic student.

Most important, beginning September 2022, we will offer additional scholarships to new graduate students registered in thesis-based programs and receiving stipends from Tri-Agency (NSERC, SSHRC, CIHR) research funds, that would enable them to receive scholarship awards that would matching their stipends to a predetermined maximum.



While the proposed tuition change would bring USask graduate tuition levels only to the current median U15 graduate tuition rate, the exceptional program quality, increased student aid, and comparable affordability for students studying, living, and working in Saskatoon and surrounding areas will continue to benefit graduate students here.

We will continue to consult with GSA student leadership, faculty and decanal leadership teams to assure that current and future students have the best graduate student experience that the University of Saskatchewan can offer.

COLLEGE AND SCHOOL UPDATES

Arts and Science

Students in the College of Arts & Science celebrated milestones in their academic careers at three college Pinning Ceremonies in January. Hundreds of students were presented with gold and silver pins by members of the college Dean's Executive Committee at the ceremonies at Convocation Hall. A new tradition that began in 2019, students on the Dean's List – recognizing those with academic averages in the top five per cent of their programs – were presented with gold Arts & Science college pins. The event was expanded in 2020 with two additional ceremonies honoring students in their third year of studies and having declared a major who were presented with silver Arts & Science pins. Kenzy Horudko, a third-year student of psychology who attended the January 15 ceremony, was happy to be recognized. Receiving a pin is a symbol of all her hard work and something her children can be very proud of.

[Lands of Lost Borders](#), the award-winning travel memoir by [Kate Harris](#), is the official selection of the 2020 Arts & Science Book Club. Read the book this winter and meet the author at two Book Club Events that will take place on campus on Wednesday, March 4, 2020.

A [reading and discussion with Kate Harris](#) will take place in the Gordon Snelgrove Gallery from 2:00 – 3:30 p.m.

The annual [My Writing Life lecture](#) will be held in GSA Commons from 7:00 – 8:45 p.m. Both events are free to attend.

The College of Arts & Science's Alumni of Influence Awards celebrate outstanding alumni whose remarkable achievements and contributions are having an impact on their fields, their community and the university. The [Alumni of Influence Ceremony](#) will be held on Friday, March 27 from 5:30 – 9:00 pm at TCU Place.

The [Think Big – Be Bold Plan 2025 Milestones Celebration Day](#), scheduled for March 2, 2020, will be a full day dedicated to recognizing and celebrating the creativity and ingenuity of College of Arts & Science students, faculty and staff.

The College of Arts and Science is partnering with Bishop James Mahoney High School to offer post-secondary courses to a select cohort of grade-twelve students enrolled in the school's celebrated Health and Sciences Academy. Many parties on campus contributed to this ground-breaking initiative, including the Office of the Provost, the Office of the Registrar, and the U.S.S.U. Thanks to the enthusiastic backing and support of our Biology Department, BIOL 120.3 is the first course offering, starting at the end of January 2020. This



foundational course offers an early start to students setting out on a STEM path, (Science, Technology, Engineering and Math), and is an important recruiting opportunity for USask.

For more news and events please visit: <http://artsandscience.usask.ca/news/>

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February 20, 2020

In the coming months, the USSU will be finishing off the year with two signature events: Experience in Excellence and Women in Leadership. We are proud to again be hosting these two events on our campus.

The USSU had the opportunity to join its counterparts, the student unions from the top research oriented universities in Canada, to lobby the federal government in Ottawa and advocate on the behalf of the students we collectively represent.

We are proud to have recently released ***Be What Students Need***, which highlights six asks that we believe can be attained in the next Provincial Budget. These include:

- Increase to Unrestricted Institutional Funding
- Reasonable and Predictable Tuition Policy
- Open Educational Resources from the Saskatchewan Advantage Scholarship
- Scholarships, Grants and Bursaries for International Students
- Elimination of Interest on Student Loans
- Tuition Waiver for Students in Foster Care

In these proposals, we are asking the government to make post-secondary education more affordable, more accessible for students in this next budget. During this next little while, we will be focussed on ensuring the provincial government is aware of these proposals in the loom of the budget.



University of Saskatchewan Graduate Students' Association

University Council Report, February 2020

Dear Members of University Council,

The GSA continues its efforts to increase the activities and services we provide throughout the year. Most importantly, we look for ways to increase our student engagement in activities that we promote in hopes to prepare them for a successful academic career and future. To that end we are focused on four main areas this month, three of which celebrate the research, philanthropy and leadership that our graduate students do:

1. Graduate Research Conference (GRC) 2020
2. Three-Minute Thesis competition
3. Annual Gala
4. Tuition

1. Graduate Research Conference 2020

Every year, the GSA organizes the Graduate Research Conference and all graduate students are invited to participate, network, and discuss their research in a professional environment. This year, with support from the CGPS, the GSA is proud to present the Graduate Student Research Conference, "Behavior, Society & Technology: A glimpse of current research approaches" to be held on **February 13th and 14th, 2020**. The GRC 2020 aims to bring together graduate students from a wide range of fields to be part of this opportunity and share their knowledge and expertise in different topics. Most importantly, the GRC provides students with the opportunity to exchange ideas or scientific questions, achievements, share the challenges they face in their field and possibly establish collaborations between participants.

2. 3MT Thesis Competition

The GSA is also organizing the Three Minute Thesis competition that will be held on **March 6th** at the GSA Commons. This event gives the opportunity to share and celebrate the outstanding

research that our graduate students perform here at this institution. We encourage faculty and members of the University to join us to celebrate with us the research and scholarly activity of our graduate students. We thank each of our financial supporters as this event could not be possible without your support.

3. Annual Gala

The Annual Gala will be held on **April 4th, 2020** at the Remai Modern Museum. Tickets will include free admission to the museum one hour prior to the event. At this event, we will honour graduate students who have demonstrated community engagement, academic excellence and leadership as well as our faculty members who support student's success. The Lieutenant Governor of Saskatchewan and many dignitaries as well as senior administrators will honour us with their presence. We are hopeful that members of the campus community will join us on this day to celebrate our graduate students and their successes.

4. Graduate Student Tuition Setting for Thesis-based programs 2020-2025

The current tuition proposal for thesis-based graduate programs aims to increase tuition by 10 % each year for the next 5 years for domestic students, along with an increase in the differential fee for international students by 6.9 % each year for the next 5 years. In five years, domestic students will see a 50 % tuition increase, and international students will see a 124 % increase in tuition. The University's principles such as predictability, transparency and affordability and accessibility, are lacking in this proposal.

First of all, when we talk about the principle of predictability; it is really unreasonable that current graduate students would be able to expect these large increases. The university is planning on giving a bursary to graduate students beginning in 2020/2021 to minimize the effects of this tuition increase (to only a 3 % increase for domestic students and a 6.1 % increase for international students) but this proposal to provide a bursary assumes a Masters student will complete their program in only 2 years and a PhD student will only take 4 years. This proposal does not consider that degrees are different from department to department. Most students who do research do not finish a Masters program in 2 years or a PhD program in 4 years. These students will be drastically disadvantaged by this proposal.

Second, this proposal is not transparent for graduate students because it has been created by administration without any consultation of graduate students. Students are informed about the

new proposal, without opening a possibility for any real feedback. Consultation sessions are simply a means of passing information to students.

Third, when we talk about affordability, we want to make sure we do not add more financial stress to our graduate students. With many of our students struggling to balance tuition and living costs, it is important to ensure that we protect the core of this university, our researchers. Research drives the university forward and we are very competitive researchers, producing high quality research, which is why we belong to the U15. By raising tuition, graduate students are forced to leave school to work a second/third job, which withdraws from our ability to successfully complete the research project.

Finally, this current tuition proposal is counterproductive because it is going to lead to a decrease in the research productivity of the university. It will also put even more financial stress onto supervisors who do not wish to see their graduate students working two/three jobs to cover the cost of their tuition and living costs. Instead of focusing on reaching the median of U15 for tuition costs, we should be focusing on how we can work on ensuring our students have the means to support their education without enduring added stress.

The GSA is open to discuss concerns, ideas/initiatives that graduate students, faculty member and the campus community may have. We look forward to continue working with all of you for the betterment of our graduate students.

Mery Mendoza

President, Graduate Students' Association

**UNIVERSITY COUNCIL
GOVERNANCE COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Stephen Urquhart, chair of governance committee

DATE OF MEETING: February 20, 2020

SUBJECT: Council bylaws amendment – monthly meetings

DECISION REQUESTED:

It is recommended:

That Council approve an amendment of the Council bylaws to eliminate the annual February meeting of Council as Part One III.5(b), effective February 29, 2020 per below.

PURPOSE:

The purpose of this request for decision of Council to recommend a change to the Council bylaws (below) to reflect the potential elimination of the annual February meetings of Council.

“Council Meetings

- b) Council will meet monthly during the academic term (September – June), except in February. The Chairperson can call a meeting during a month when a meeting is not normally scheduled ~~the July to August period.~~”

DISCUSSION SUMMARY:

The coordinating committee approved the schedule for University Council for 2020/21 at its meeting on November 28, 2019. The committee discussed the possibility of the February 2021 Council meeting being cancelled, and that the February meetings being cancelled going forward. The rationale for the change is: 1) that the third Thursday of the month in February falls on reading week, which is the annual break that all colleges and schools participate in; and 2) that the alternative of moving the meeting back or forward one week creates challenges for coordinating the standing committee meetings with University Council timelines and deadlines.

With regard to the potential implications for the University Catalogue and program approval processes, Russell Isinger, University Registrar, was invited to the coordinating committee meeting on November 28, 2019 to speak to these topics. He indicated that leaving program approval requests to the March meeting could cause some issues for the release of the University Catalogue addendum and potentially to program implementation for registration. The advantage to getting requests in earlier is that there will be less of a need for an addendum to the calendar.

The committee acknowledged that the meeting of February 2020 will have to proceed, but decided to recommend the cancellation of the February 2021 meeting and those monthly meetings going forward.

At the December 19, 2019 meeting of Council, the chair of Council, Dr. Jay Wilson, noted that this change was being contemplated. At the January 7, 2020 meeting of the governance committee, this recommended change to the bylaws was approved.

FURTHER ACTION REQUIRED:

The decision of Council will be confirmed with the provost so that the timing of appropriate calendar approvals and tuition approvals at the Provost's Advisory Committee can be coordinated and scheduled in a timely way.

The change will be reflected in the annual "year-at-a-glance" memo, which is used to communicate Council deadlines for program creation, deletion, and change approvals.

ATTACHMENT:

None.

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Vicki Squires, Chair, Nominations Committee of Council

DATE OF MEETING: February 20, 2020

SUBJECT: Nomination to the University Review Committee (URC)

DECISION REQUESTED:

It is recommended:

That Council approve the nomination of Joshua Lawson, College of Medicine, to serve as member of the University Review Committee effective immediately and continuing until June 30, 2022.

DISCUSSION SUMMARY

To replace Marcel D'Eon. Per article 15.8.4 of the USFA Collective Agreement.

ATTACHMENT(S):

1. URC membership and terms of reference

COLLECTIVE AGREEMENT COMMITTEES 2019-20

UNIVERSITY REVIEW COMMITTEE

Reviews college recommendations for awards of tenure, renewals of probation, and promotions to professor; reviews and approves college standards for promotion and tenure. This committee is mandated by the **Collective Agreement (15.8.4)**:

15.8.4 University Review Committee. The University shall have a review committee to consider tenure and other matters specifically assigned to this committee in the Agreement. The University Review Committee shall be made up of nine tenured or continuing employees plus the Vice-President Academic and Provost who shall be chair. The nine employees shall be nominated to this committee by the Nominations Committee of Council and approved by Council with the length of their term specified so as to ensure a reasonable turnover of membership. Employees shall not be nominated for membership if they have served on the University Review Committee in the previous three years or if they have agreed to serve on a College review committee in that academic year. In addition to those members mentioned above, two nominees of the Association shall serve as observers on the University Review Committee with voice, but without vote.

Ken Wilson (chair)	Vice-Provost, Faculty Relations	
Michael Bradley	Physics and Engineering Physics	2021
Mark Carter	Law	2020
Ravindra Chibbar	Plant Sciences	2020
Moira Day	Drama	2020
Marcel D'Eon	Community Health and Epidemiology	2020
Joshua Lawson	College of Medicine	2022
Allison Muri	English	2020
Lorraine Holtslander	Nursing	2021
Louise Humbert	Kinesiology	2021
Dwight Makaroff	Computer Science	2021
Jacque Zinkowski	Committee Secretary - Faculty Relations	
	Officer	

**UNIVERSITY COUNCIL
NOMINATIONS COMMITTEE
REQUEST FOR DECISION**

PRESENTED BY: Vicki Squires, Chair, Nominations Committee of Council

DATE OF MEETING: February 20, 2020

SUBJECT: Nomination to the Policy Oversight Committee

DECISION REQUESTED:

It is recommended:

That Council approve the nomination of Keith Walker, Department of Education Administration, to serve as member of the Policy Oversight Committee effective immediately and continuing until June 30, 2022.

DISCUSSION SUMMARY

To replace Marcel D'Eon.

ATTACHMENT(S):

1. Policy Oversight Committee terms of reference and membership

POLICY OVERSIGHT COMMITTEE TERMS OF REFERENCE

Purpose: To ensure consistency and coordination in the development, approval and communication of all University policies.

Membership:

University secretary (chair)
Vice provost, Faculty Relations
Vice provost, Teaching and Learning
Vice provost, Indigenous Engagement
Dean, College of Graduate and Postdoctoral Studies
Associate vice-presidents: HR, ICT, Research (2) University
Relations (3)
Controller
Director, Infrastructure, planning and land development
Representative from Deans Council
Representative(s) from Council (2)

Chief Audit Executive (non-voting)
Secretary (non-voting, provided by Office of the University
Secretary)

Role:

- To develop and maintain a policy template for University policies and provide guidance regarding policy format.
- To receive suggestions from members of the University community and to make recommendations on whether a new University policy is needed (or whether the purpose can be achieved by modifying or clarifying an existing policy, or through guidelines or procedures).
- Where a new policy is being recommended for development, to identify an appropriate sponsor, advise about consultation (including advice about the need for legal review), and identify the appropriate approval path.
- To assist the sponsor in an evaluation of the implications of the policy, including potential risks, costs, and infrastructure requirements.
- Once a draft policy is received, to review the process of consultation and the implementation and communication plan, and to make a recommendation to the appropriate body (PCIP, PEC, President, Board, Council and/or Senate) for initial approval.

- Require the regular review and updating of existing policies to reflect administrative and organizational realities.

Responsibility of Members:

The committee will be collaborative and consensus-based providing recommendations that the committee as a whole supports.

Each member will review meeting documents and reference materials in advance of the meeting, and attend the meeting prepared to offer comment.

Authority:

The Policy Oversight Committee has an advisory and coordinating role rather than a decision-making role. It does not have the authority to approve a policy nor to allocate resources.

Revised September 2017

2019-2020 Policy Oversight Committee Membership

Chair:	Chelsea Willness	University secretary
Committee members:	Marcel D'Eon	Council representative
	Charles Smith	Council representative
	Ken Wilson	Vice-provost faculty relations
	Patti McDougall	Vice-provost teaching, learning and student experience
	Jackie Ottmann	Vice-provost Indigenous engagement
	Danielle Dunbar	Associate vice-president, development, and chief development officer
	Gordon Hunchak	Associate vice-president, communications, and chief communications officer
	Guy Larocque	Associate vice-president alumni relations
	Cheryl Carver	Associate vice-president people and resources
	Wade Epp	Associate vice-president services
	Shari Baraniuk	Associate vice-president information & communications technology and chief information officer
	Irena Creed	Associate vice-president research
	Dena McMartin	Associate provost, institutional planning and assessment
Also attending:	Sara Daniels	Associate vice-president government relations
	Trever Crowe	Dean, college of graduate and post-doctoral studies (Deans' council representative)
	Dailene Kells	Chief audit executive (non-voting)
	Jacquie Thomarat	Recording secretary, office of the university secretary

Revised January 2020

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Ryan Brook, vice-chair, Academic Programs Committee

DATE OF MEETING: February 20, 2020

SUBJECT: Admissions Qualifications change – Biochemistry,
Microbiology and Immunology graduate programs.

DECISION REQUESTED:

*It is recommended:
That Council approve the proposed changes to the admissions
qualifications for Biochemistry, Microbiology, and Immunology,
effective the 2021-22 admissions cycle*

PURPOSE:

Changes to admissions qualifications require approval by University Council and confirmation by University Senate.

CONTEXT AND BACKGROUND:

The College of Graduate and Postdoctoral Studies (CGPS) is proposing a change to the admissions qualifications for the MSc and PhD programs in Biochemistry, Microbiology and Immunology. In response to recommendations coming out of the most recent graduate program review, CGPS recommends an increase of the minimum admissions average for the MSc program to 75% (from 70%) and to 80% for the PhD program. Additionally, CGPS is recommending changes to the minimum English proficiency scores: a minimum TOEFL score of 90, with a minimum of 20 in each area or a minimum overall IELTS score of 6.5 with a minimum 6.5 in each area. It is within the purview of a department to request a change to the minimum English proficiency requirements outlined in the English proficiency policy.

This proposed changes were approved at CGPS's Graduate Program Committee on September 30, 2019 meeting and were reviewed and approved by CGPS's Executive Committee on November 25,

2019. The Academic Programs Committee reviewed this proposal at January 29, 2020 meeting. The committee appreciated that this change is in response to Graduate Program Review process and will help ensure qualified applicants to the program. APC recommends that Council approve these changes.

FURTHER ACTION REQUIRED:

University Senate will be asked to confirm this decision at its April 25, 2020 meeting.

ATTACHMENTS:

- 1. Changes to the Admissions Requirements – Biochemistry, Microbiology and Immunology.**



MEMORANDUM

To: Academic Programs Committee of University Council

Copy: Dr. Jeremy Lee, Department of Biochemistry, Microbiology & Immunology

From: Office of the Associate Dean, CGPS

Date: December 11, 2019

Re: Changes to Admission Requirements – Biochemistry and Microbiology & Immunology

As a result of the Graduate Program Review process and departmental and programmatic mergers, changes to admission requirements for graduate programming in Biochemistry, Microbiology & Immunology are being proposed. The CGPS requests that APC recommend approval to University Council for changes to the admission requirements to be effective for 2021-2022 admissions.

The proposal was approved by the Graduate Programs Committee on September 30, 2019. The proposal was subsequently approved by the Executive Committee of CGPS on November 25, 2019.

The proposed changes to admission requirements will help ensure that students admitted to the graduate programs will remain eligible for funding commitments.

Attached please find the proposed changes to the admission requirements.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca or 306-966-2229

The new field is proposed to have slightly higher admission requirements. The proposed English proficiency requirement includes a minimum overall TOEFL score of 90 with a minimum of 20 in each area or a minimum overall IELTS score of 6.5 with a minimum of 6.5 in each area. (CGPS minimums require a minimum overall TOEFL of 86 with a minimum score of 19 in each area, or a minimum overall IELTS of 6.5 with a minimum of 6.0 in each area.) The minimum average for admission would be 75% for the Master of Science, and 80% for the Doctor of Philosophy. The changes to the admission requirements result from the graduate program review process.

Admission Requirements

Degree Program	Current	Proposed
Master of Science	<ul style="list-style-type: none"> • Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. • a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units) • a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study 	<ul style="list-style-type: none"> • Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 90 is required with a minimum score of 20 in each area, or a minimum overall IELTS score of 6.5 with a minimum score of 6.5 in each area, or another approved test as outlined in the College of Graduate and Postdoctoral Studies Academic Policies. • 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). (Students with a lower average may be accepted under exceptional circumstances). • a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
Doctor of Philosophy	<ul style="list-style-type: none"> • Language Proficiency Requirements: Proof of English proficiency may be required for international 	<ul style="list-style-type: none"> • Language Proficiency Requirements: Proof of English proficiency may be required for international

	<p>applicants and for applicants whose first language is not English.</p> <ul style="list-style-type: none"> • Master's degree, or equivalent, from a recognized university in a relevant academic discipline • a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. coursework required in Master's program) 	<p>applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 90 is required with a minimum score of 20 in each area, or a minimum overall IELTS score of 6.5 with a minimum score of 6.5 in each area, or another approved test as outlined in the College of Graduate and Postdoctoral Studies Academic Policies.</p> <ul style="list-style-type: none"> • Master's degree, or equivalent, from a recognized university in a relevant academic discipline • a cumulative weighted average of at least a 80% (U of S grade system equivalent) in the last two years of study (i.e. coursework required in Master's program)
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Effective Term: 202005 (major merger)
202105 (admission)

Title: Major Merger [BIOC MIIM] to New
Major-~~BIOC~~ for MSC-T-GP, PHD-GP PHD-TRANS-GP
BMI

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

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

1 Is this a new degree, diploma, or certificate?
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?

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

4 If you have renamed an existing degree, diploma, or certificate, what is the current name?

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?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?
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:

8 Which College is responsible for the awarding of this degree, diploma, or certificate?

9 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

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.

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?

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

No

X

Yes

No

X

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

3 What is the name of this new/revised program?

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?

5 What College/Department is the academic authority for this program?

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?

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

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?

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?

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?

Yes ☐ No ☒

Yes ☐ No ☐

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.
- 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.

Yes ☐ No ☒ Revised ☐

- 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.
- 2 If YES, what is the name of this new / revised disciplinary area?

Biochemistry, Microbiology and Immunology ~~BIMl~~ - Bioch Micro Immuno - code and description for student system] **BMI**
- 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.)

Bioch Micro Immuno ~~BIMl~~ - currently exists in student system **BMI**

Yes ☒ No ☐ Revised ☐

- 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.)

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?

Master of Science-Thesis [MSC-T-GP], Doctor of Philosophy(Transfer) [PHD-TRANS-GP], Doctor of Philosophy [PHD-GP]

Section 6: New College / School / Center / Department or Renaming of Existing

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"/>

- 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.
- 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

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?
If NO, please describe.

Yes

No

No

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?
If YES, please describe.

Yes

No

No

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 other than admission qualifications

1 Will students apply on-line? If not, how will they apply?

2 What term(s) can students be admitted to?

3 Does this impact enrollment?

4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

5 Can classes towards this program be taken at the same time as another program?

6 What is the application deadline?

7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

English proficiency requirement of minimum overall TOEFL score of 90 with a minimum of 20 in each area or a minimum overall IELTS score of 6.5 with a minimum of 6.5 in each area.
Minimum average of 75% for Master of Science and 80% for Doctor of Philosophy.

8 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.)

9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

13 Will the standard application fee apply?

14 Will all applicants be charged the fee or will current, active students be exempt?

15 Are international students admissible to this program?

Section 9: Government Loan Information - as per current set-up

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?

Section 10: Convocation Information (only for new degrees) - not applicable

- 1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?
- 2 If YES, has the Office of the University Secretary been notified?
- 3 When is the first class expected to graduate?
- 4 What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202005 [May 2020] - for new majors
202105 [May 2021] - for admission requirement change
- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?

If YES, what and by what date?

Yes ☐ No ☒

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.)

Yes ☐ No ☐

2 Will students register themselves?

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) - as per current set-up

1 Should classes count towards T2202s?

Yes ☐ No ☐

Section 15: Awards Information

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 - as per current set-up

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?

If yes, what is the name of the program?

Yes ☒ No ☐

Majors of Biochemistry [BIOC] and Microbiology and Immunology [MIIM] in the Post Graduate Diploma [PGD-GP], Master of Science-Thesis [MSC-T-GP], Doctor of Philosophy(Direct) [PHD-DIRECT-GP], Doctor of Philosophy(Transfer) [PHD-TRANS-GP], Doctor of Philosophy [PHD-GP] programs

2 What is the effective date of this termination?

202005 [May 2020]

3 Will there be any courses closed as a result of this termination?

If yes, what courses?

Yes ☐ No ☒

4 Are there currently any students enrolled in the program?

If yes, will they be able to complete the program?

Yes ☒ No ☐

Students will be allowed to complete their current program or move to the new 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?

2025 - students have 6 years to complete

7 Is there mobility associated with this program termination?

If yes, please select one of the following mobility activity types.

Yes ☐ No ☒

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?

If NO, please describe.

Yes ☐ No ☐

5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

6 IPA Additional comments?

7 Will students outside the program be allowed to take the classes?

8 If YES, what should they be assessed? (This is especially important for program based.)

9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

10 Do standard cancellation fee rules apply?

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code?

If YES, from which tuition code to which tuition code?

Yes ☐ No ☐

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

- 1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?
2 Has TLSE, Admissions, been informed about this new / revised program?
3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
4 Has CGPS been informed about this new / revised program?
5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
7 Has the Library been informed about this new / revised program?
8 Has ISA been informed of the CIP code for new degree / program / major?
9 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?
10 Has the Convocation Coordinator been notified of a new degree?
11 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. Institutional Planning and Assessment (IPA)
d. Provost's Committee on Integrated Planning (PCIP)
e. Board of Governors
f. Other

Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No

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SIGNED

Date:	December 9, 2019
Registrar (Russell Isinger):	Russell Isinger
College / Department Representative(s):	Martha Smith
IPA Representative(s):	

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Ryan Brook, vice-chair, Academic Programs Committee

DATE OF MEETING: February 20, 2020

SUBJECT: **Admissions Qualifications change – Master of Physical Therapy (MPT) program**

DECISION REQUESTED:

*It is recommended:
That Council approve the proposed changes to the admissions qualifications for the Master of Physical Therapy (MPT) program, effective the 2021-22 admissions cycle*

PURPOSE:

Changes to admissions qualifications require approval by University Council and confirmation by University Senate.

CONTEXT AND BACKGROUND:

The School of Rehabilitative Science and the College of Graduate and Postdoctoral Studies (CGPS) is proposing a change to the admissions qualifications replace the existing requirement of the Multiple Mini Interview (MMI) with the Computer-based Assessment of Sampling Personal Characteristics (CASPer) online test and also to raise the minimum admissions average to 75% from the CGPS minimum of 70%.

The rationale for the proposed change from the MMI to the CASPer is, in part, the significant expense and time required to administer the MMI. Further, the MMI model created limitation for many applicants because of the need to travel for to attend in person, and there are challenges with inconsistency or bias on the part of the interviewed and raters, whether intended or not. The CASPer is a situational judgement teste developed at McMaster University to assess an applicant's personal and professional (non-academic) attributes in an online format. Advantages of CASPer over the

MMI are the ability of students to complete the test in familiar surroundings, wider window of time to complete the assessment as part of their application, and decreased cost of travelling to attend the MMI, particularly for students from outside Saskatoon. Further, the CASPer has advantages for the faculty and staff of the School of Rehabilitative Science, as it will alleviate the time and financial burden of administering the MMI. Further, there will be greater consistency in assessment of student results. The majority of physical therapy programs in Canada have moved to the CASPer to replace the MMI or are using both tools simultaneously.

With regard to the proposed increase in the minimum admissions average from 70% to 75%, the rationale is that the current average listed is low compared to other USask health sciences programs as well as other Canadian physical therapy programs. Currently, the program has on average three to four times as many applicants as they have seats to accept and the average of students admitted to the program is steadily climbing (85.3% in 2016 and 86.9% in 2019). Analysis over the last 8 years shows a strong correlation between admissions average and academic success throughout the program.

This proposed changes were approved at CGPS's Graduate Program Committee on December 11, 2019 meeting and were reviewed and approved by CGPS's Executive Committee on December 16, 2019. The Academic Programs Committee reviewed this proposal at January 29, 2020 meeting. The committee appreciated that this change will ensure that the admissions requirements will recognize core skills in addition to academic skills and will ensure highly qualified applicants and so recommends that Council approve these changes.

FURTHER ACTION REQUIRED:

University Senate will be asked to confirm this decision at its April 25, 2020 meeting.

ATTACHMENTS:

1. Changes to the Admissions Requirements – Master of Physical Therapy (MPT) program.



MEMORANDUM

To: Academic Programs Committee of University Council
Copy: Cathy Arnold, Director, School of Rehabilitation Science
From: Office of the Associate Dean, CGPS
Date: January 21, 2020
Re: Changes to Admission Requirements – Master of Physical Therapy

The College of Graduate and Postdoctoral Studies is recommending changes to the admission requirements for the Master of Physical Therapy program. The proposed changes include 1) replacing the Multiple Mini Interview with the Computer based Assessment of Sampling Personal Characteristics (CASPer), and 2) raising the minimum admission average from 70% to 75%.

Some professional programs at USask have replaced multiple mini interview requirements with CASPer already, and conversations suggest that we should anticipate additional programs proposing the change as well.

The Master of Physical Therapy program consistently admits students with averages in excess of the proposed minimum 75% average. Raising the minimum admission average would provide transparency for applicants' expectations on admissibility.

The proposal was supported by the Graduate Programs Committee on December 11, 2019, and the Executive Committee of CGPS on December 16, 2019.

Attached please find the proposal with support from the review committees.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca or 306-966-2229

Memorandum

To: Academic Programs Committee (APC)

CC: Heather Heavin, Chair, Graduate Programs Committee, CGPS

From: Trever Crowe, Chair, Executive Committee, CGPS

Date: December 16, 2019

Re: **Changes to Admission Requirements – Master of Physical Therapy Program**

On December 16, 2019, the Executive Committee (EC) of CGPS considered a recommendation from the Graduate Programs Committee (GPC) to approve the changes in admission requirements to replace the Multiple Mini Interview with the CASPer and to raise the minimum admission average to 75%.

The EC remarked that this was a very well prepared package and raised only one question with respect to the package not referencing what the current admission average was (70%). No other questions were heard. **The EC moved to approve the changes in admission requirements to replace the Multiple Mini Interview with the CASPer and to raise the minimum admission average to 75%**
Newton/Jones ALL IN FAVOUR: CARRIED

The attached appendix provides additional background for consideration. If you have any questions, please contact Dean Trever Crowe at trever.crowe@usask.ca or by phone at 966-5759.

/II



MEMORANDUM

To: Executive Committee of CGPS

Copy: Dr. Cathy Arnold, School of Rehabilitation Science

From: Graduate Programs Committee

Date: December 12, 2019

Re: changes to admission requirements – Master of Physical Therapy program

The Graduate Programs Committee is recommending approval of changes to the admission requirements for the Master of Physical Therapy program. The proposed changes include 1) replacing the Multiple Mini Interview (MMI) with a Computer based Assessment of Sampling Personal Characteristics (CASPer), and 2) raising the minimum admission average to 75%.

The proposal was well-prepared. It was noted that some of the professional colleges already have replaced the MMI with CASPer with other colleges intending to make the switch.

It was noted that the program admitted students with averages in excess of 75%, so it was reasonable to raise the minimum average.

On December 11, 2019, the Graduate Programs Committee passed the following motion:

To recommend approval of the changes in admission requirements to replace the Multiple Mini Interview with the CASPer and to raise the minimum admission average to 75%.

Labrecque/Morrison

CARRIED

Attached please find the proposal and supporting documents.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca or 306-966-2229

MEMORANDUM

DATE: November 13th, 2019

TO: Graduate Programs Committee

RE: School of Rehabilitation Science, Masters of Physical Therapy Program (MPT)

Request for change of:

1. Interview type to be used in the selection criteria for admissions scores to determine acceptance into the MPT and
2. Minimum admissions grade point average for selection criteria for acceptance into the MPT program

Approved by: School of Rehabilitation Science Faculty Council (2 Motions accepted on Friday October 4, 2019)

Background and Rationale for Requested Changes:

1. **Request to Change from Multiple Mini Interview (MMI) to Computer based Assessment of Sampling Personal characteristics (CASPer®) for MPT admissions.**

Background:

Over the past 2 years the School of Rehabilitation Science (formerly the School of Physical Therapy) admissions committee has explored options to the currently administered Multiple Mini Interview (MMI). The MMI is scheduled over two days, consisting of 7 stations, with an examiner in each station. The purpose of the interview is to collect information concerning the personal attributes of applicants such as interpersonal skills, communication, critical thinking, professionalism, general knowledge of health care and ethical/moral judgment. The final MMI score is the average of scores in three categories: critical thinking, communication, and professionalism. The current MMI process requires extensive people power to administer, presents a significant cost to our operating budget, has had limited correlations to performance in the MPT program and no correlation with the Canadian Physiotherapy Competency Exam (PCE) that students are required to take in order to be licensed to practice physical therapy in most Canadian provinces. . The MMI creates limitations for many applicants to travel for one day that cannot be re-scheduled or changed and the MMI has known flaws including interviewer bias, context specificity, interviewer consistency, severity/leniency of rater and central tendencies of the interviewer (eg: halo effect; refer to Wetzel, Wilson & Kort. The Halo Effect Re-visited: Forewarned is not Forearmed; Journal of Experimental Social Psychology 1981; 17: 427-439).

Rationale:

Only two Canadian physical therapy programs (University of Alberta & University of Manitoba) other than the U of S continue to use the MMI. The majority of programs (Sherbrooke, McGill, UBC, Laval, Western, Dalhousie, and U of T) have shifted to use the Computer based Assessment of Sampling Personal characteristics (CASPer®) to replace previous interview processes such as the MMI for PT admissions. Note: UBC continues both CASPer and MMI. CASPer® (formerly Computer-based Multiple Sample Evaluation of Non-cognitive Skills, CMSENS) is a situational judgement test developed at McMaster University to assess an academic applicant's personal and professional (non-cognitive or non-academic) attributes in an online format. The test has 12 sections that either consist of video-based scenarios or word-based scenarios, based on real life situations <https://takecasper.com/about-casper/>. Both tools utilizing numerous independent observations of a single applicant to dilute the effects of interviewer bias and specificity of context. Kelly et al (2009) found that CASPer® moderately correlates (0.60) with MMI and neither test predicts medical school success but Juster et al. (2019) found that inclusion of a situational judgement test into admissions has the potential to widen access to medical education for a number of underrepresented in medicine applicants. Both tests include a guided personal statement which has not been done for PT admissions. The advantage of this method of assessment verses the MMI for the student is the ease of doing the interview in more comfortable and familiar surroundings as opposed to the high stress situation of the MMI, the advantage of a wider window of time to do the assessment, and the decreased cost of traveling to Saskatoon for those who live outside of the city.

The cost of CASPer® is \$40.00 to the student with an additional fee of \$12.00 (increased from \$10.00 effective 2020) for each school to which they want their results sent. This is considerably less cost than the travel costs associated with the MMI. Additionally, The UofS College of Medicine currently uses the MMI and will be charging a fee of \$150.00 for each student participating in the MMI. If the MPT program, a School within the COM, adopts the same fee schedule CASPer® will be less expensive for prospective applicants.

The advantage of CASPer® to the MPT faculty and staff is significant. It is becoming increasingly difficult to recruit enough interviewers for the MMI, and it requires extensive staff time and resources to conduct. The scoring of the student's performance via CASPer® is done by the company, resulting in greater consistency and less risk of bias.

Based on these data, The SRS Faculty Council has accepted the recommendation of the MPT Admissions committee with the unanimous approval of the following motion at the October 4, 2019 meeting:

MOTION: Zucker-Levin/Arnold

That the School of Rehabilitation Science will replace the Multiple Mini Interview (MMI) with the Computer based Assessment of Sampling Personal Characteristics (CASPer) assessment inclusive of a guided personal statement for admission of physical therapy students beginning 2021. **CARRIED**

2. Request to Increase the minimal entry GPA to 75% for School of Rehabilitation Science MPT Program.

Background:

The School of Rehabilitation Science has a series of evaluation outcome measures and indicators it tracks annually in order to assist with future decision-making to optimize success for students in the MPT program. Over the past 2 years the School of Rehabilitation Science admissions committee has explored the relationship of academic performance both at entrance into the program and in the duration of the program to outcomes such as first time pass rates on the Physiotherapy Competency Exam Clinical Component (PCE). Currently, the minimum GPA for admissions to the UofS MPT program is 70%, which is consistent with CGPS minimum entrance requirements. However, this minimum is low compared to other U of S health care professional programs and other Canadian physical therapy programs.

Rationale:

The mission of the School of Rehabilitation Science is excellence in physical therapy and rehabilitation science teaching, research scholarship and leadership to improve the quality of life and well-being for all people of Saskatchewan and beyond. To reach this mission, we strive to prepare entry to practice high quality graduates ready to be competent professionals in a challenging health care environment.

At the University of Saskatchewan, the minimum entrance GPA for admissions to the medical program within the College of Medicine is 75%. Similar to us, they have targeted recruitment for Indigenous students, and this minimum GPA does not hinder their ability to fill these seats. We have been tracking entrance GPA data for our Equity students, with self-identified Aboriginal ancestry and found the average entrance GPA to be well above the proposed 75% minimum with a trend toward a raising average (Appendix 1).

The minimum GPA for admission to the UofS MPT program is the lowest in relation to other Canadian physical therapy entry to practice programs; the next lowest is UBC at 76%. We currently have, on average three to four times as many applicants as seats available (maximum 40 seats). The average GPA for students accepted into our program over the past 5 years. Note: the average admissions GPA for students entering the UofS MPT has been slowly rising from 85.3% in 2016 (range 76%-96%) to 86.9% in 2019 (range 80%-94%). Statistical analyses of U of S MPT admissions GPA over the past 8 years for which data is available indicate a moderate to strong correlation of entrance GPA to academic performance throughout the program. For this reasons we would ask CGPS to approve an increase to the minimum GPA for admission to the UofS MPT program from 70% to 75%.

Based on these data, The SRS Faculty Council has accepted the recommendation of the PT Admissions committee with the unanimous approval of the following motion at the October 4, 2019 meeting.

MOTION: Zucker-Levin/Kim

That the School of Rehabilitation Science increase the minimum GPA to 75% effective for admissions in 2021.

CARRIED

Request to CGPS:

The SRS MPT Admissions Committee is requesting CGPS to approve the following motions:

1. The SRS will replace the Multiple Mini Interview (MMI) with the Computer based Assessment of Sampling Personal characteristics (CASPer®) assessment inclusive of a guided personal statement for admission of PT students for the 2021.
2. The SRS will increase the minimum GPA effective for admissions in the 2021 intake to 75%.

Appendix 1: The average GPA for students accepted into our program over the past 5 years

School of Rehabilitation Science - Admissions Committee Report

	40 Accepting				
	2019	2018	2017	2016	2015
Applicants (General Pool)	34	32	33	34	32
Aboriginal Applicants	6	8	7	6	8
Total Number of Applicants	40	40	40	40	40
Admission Weighted Average					
Mean	86.9%	85.7%	85.8%	85.3%	84.0%
Aboriginal Applicants Range	80-88%	70-84%	76-93%	76-82%	74-86%
General Pool Range	83-94%	83-96%	77-94%	83-96%	79-94%
University Degree					
U of S	73%	58%	65%	55%	55%
U of R	15%	22%	10%	23%	10%
Other University	12%	20%	25%	22%	35%
Undergraduate Degree					
Kinesiology	70%	65%	78%	83%	65%
Arts and Science	20%	25%	15%	17%	23%
Other	10%	0%	0%	0%	7%
Graduate Degree	0%	10%	7%	0%	5%
Males	37%	37%	37%	27%	32.5%
Females	63%	63%	63%	73%	67.5%

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?

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.

Yes

No

X

Yes

No

X

2 What is the name of the new degree, diploma, or certificate?

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

4 If you have renamed an existing degree, diploma, or certificate, what is the current name?

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?

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

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:

8 Which College is responsible for the awarding of this degree, diploma, or certificate?

9 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

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.
[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?

Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information

1 Is this a new program?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>

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.

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

3 What is the name of this new/revised program?

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?

5 What College/Department is the academic authority for this program?

6 Is this a replacement for a current program?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
-----	--------------------------	----	--------------------------

7 If YES, will students in the current program complete that program or be grandfathered?

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

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?

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?

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?

YesNo

X

YesNo

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?

If NO, please describe.

Yes ☐ No ☐

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?

If YES, please describe.

Yes ☐ No ☐

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 except as noted below

1 Will students apply on-line? If not, how will they apply?

2 What term(s) can students be admitted to?

3 Does this impact enrollment?

4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

5 Can classes towards this program be taken at the same time as another program?

6 What is the application deadline?

7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

Changes include:

- replacing the Multiple Mini Interview (MMI) with a Computer Based Assessment of Sampling Personal Characteristics (CASPer)
- raising the minimum admission average to 75%

8 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.)

9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

13 Will the standard application fee apply?

14 Will all applicants be charged the fee or will current, active students be exempt?

15 Are international students admissible to this program?

Section 9: Government Loan Information - as per current set-up

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?

Section 10: Convocation Information (only for new degrees)

- 1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?
- 2 If YES, has the Office of the University Secretary been notified?
- 3 When is the first class expected to graduate?
- 4 What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Section 11: Schedule of Implementation Information

- 1 What is the start term?

202105 [May 2021]
- 2 Are students required to do anything prior to the above date (in addition to applying for admission)?

If YES, what and by what date?

Yes ☐ No ☒

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.)

2 Will students register themselves?

If YES, what priority group should they be in?

Yes ☐

No ☐

Section 13: Academic History Information - as per current set-up

1 Will instructors submit grades through self-serve?

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

Yes ☐

No ☐

Section 14: T2202 Information (tax form) - as per current set-up

1 Should classes count towards T2202s?

Yes ☐

No ☐

Section 15: Awards Information - as per current set-up

1 Will terms of reference for existing awards need to be amended?

2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

Yes ☐

No ☐

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - as per current set-up

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?

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.

Yes ☐

No ☐

Section 17: Program Termination

1 Is this a program termination?
If yes, what is the name of the program? Yes ☐ No ☒

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination?
If yes, what courses? Yes ☐ No ☐

4 Are there currently any students enrolled in the program?
If yes, will they be able to complete the program? Yes ☐ No ☐

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?
If yes, please select one of the following mobility activity types. Yes ☐ No ☐

Dual Degree Program	<input type="checkbox"/>
Joint Degree Program	<input type="checkbox"/>
Internship Abroad Program	<input type="checkbox"/>
Term Abroad Program	<input type="checkbox"/>
Taught Abroad Course	<input type="checkbox"/>
Student Exchange Program	<input type="checkbox"/>
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 <input type="checkbox"/> No <input type="checkbox"/>

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?

If NO, please describe.

Yes ☐

No ☐

5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

6 IPA Additional comments?

7 Will students outside the program be allowed to take the classes?

8 If YES, what should they be assessed? (This is especially important for program based.)

9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

10 Do standard cancellation fee rules apply?

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code?

If YES, from which tuition code to which tuition code?

Yes ☐

No ☐

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

- 1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?
 2 Has TLSE, Admissions, been informed about this new / revised program?
 3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?
 4 Has CGPS been informed about this new / revised program?
 5 Has TLSE, Transfer Credit, been informed about any new / revised courses?
 6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?
 7 Has the Library been informed about this new / revised program?
 8 Has ISA been informed of the CIP code for new degree / program / major?
 9 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?
 10 Has the Convocation Coordinator been notified of a new degree?
 11 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. Institutional Planning and Assessment (IPA)

d. Provost's Committee on Integrated Planning (PCIP)

e. Board of Governors

f. Other

Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No
Yes	No

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SIGNED

Date:

December 16, 2019

Registrar (Russell Isinger):

Russell Isinger

College / Department Representative(s):

Martha Smith

IPA Representative(s):

N/A

Master of Physical Therapy – markup for Course and Program Catalogue

The Master of Physical Therapy [program](#) at the University of Saskatchewan is a full-time program over two years and six-weeks, and consists of ten modules that include academic course work, and 30 weeks of clinical practicum experiences. The program has been designed to offer students a high quality educational experience that is consistent with national accreditation standards. Students will graduate with the entry-level requirements to obtain a license to practice physical therapy in Saskatchewan and Canada. Initial work expectations of graduates will be, primarily, the provision of direct client care, rather than advanced research and/or administration.

For more information, see the [School of Rehabilitation Science](#) website.

Attendance

Students are required to regularly attend all lectures and laboratory periods. Failure to meet these expectations may result in a student being Required to Discontinue the program.

License to Practice

Students are reminded that a Master of Physical Therapy degree does not confer the right to practice physical therapy. The license to practice physical therapy is granted by the licensing body of the province in which one intends to practice.

The national licensing examination is conducted by an external organization, the Canadian Alliance of Physiotherapy Regulators. The licensing examination is available to physical therapy students graduating from Canadian universities. In most provinces, successful completion of this examination is required to meet licensing requirements.

Courses

School of Rehabilitation Science courses for the M.P.T. are listed in the Course Descriptions section of the Course & Program Catalogue under Physical Therapy (PTH).

Students who have not been accepted into the School of Rehabilitation Science require approval from the course instructor to register in any PTH courses.

Admission

Meeting the admission qualifications does not guarantee admission to the M.P.T. program.

Applicants to the School of Rehabilitation Science must satisfy the following residency qualifications:

1. Applicants applying through the Education Equity Program for Aboriginal students must be Canadian citizens. Proof of aboriginal ancestry is required.
2. Other applicants must be Canadian citizens or landed immigrants, and be residents of the Province of Saskatchewan or of the Yukon, Northwest or Nunavut Territories. For information regarding residency requirements, please visit the School of Rehabilitation Science's website or contact the Academic Program Assistant.

The deadline for receipt of applications and all supporting documents is December 15. Students must first complete the online MPT application form available on the School of Rehabilitation Science's website to ensure that they meet residency and admission requirements before applying through the College of Graduate and Postdoctoral Studies. Students from any universities other than the University of Saskatchewan must arrange to have their transcripts forwarded directly to the School. Two copies of an official transcript of final marks for second term courses, which will confirm the awarding of the baccalaureate degree, must be received by May 31 in the year in which application is being made.

Any applicant who may require disability accommodations for the admissions process should be registered with [Disability Student Access and Equity](#) Services and all requested accommodations must be received by the deadline for application (December 15).

Selection for admission is based upon academic performance (i.e. admission average) and [Computer-based Assessment for Sampling Personal Characteristics \(CASPer\) interview](#) performance. The minimum admission average that will be accepted is 75%. The admission average is a weighted average calculated using a minimum of 60 credit units. The most recent credit units at the time of application are used. For the purpose of calculating the admission average, all courses in a given term will be used. ~~Applicants are ranked according to the admission average and the top 96 applicants are granted interviews.~~ When computing applicants' total admission scores, the admission average is weighted 60% and the [interview-CASPer](#) score is weighted 40%.

~~Admissions interviews (multiple mini interviews—MMI) are scheduled on a Saturday in early to mid March.~~ The purpose of the [interview-CASPer](#) is to collect information concerning the personal attributes of applicants. ~~In this structured interview, c~~andidates' interpersonal, communication and critical thinking skills; self-evaluation, ethical decision making, and general knowledge of health care are evaluated. ~~The final MMI score is the average of scores in three categories; critical thinking, communication, and professionalism.~~

Applicants admitted to first year of the Physical Therapy program are required to obtain Cardiopulmonary Resuscitation (C.P.R.) prior to the start of classes in August unless they have obtained such certification within the previous twelve months. The Heart and Stroke Foundation of Canada's Basic Life Support Health Care Providers (C) designation, or equivalent certification, is required. Students must present evidence of successful completion, and the date of certification of the C.P.R. requirements. This certification must be updated annually.

Students enrolled in the School of Rehabilitation Science must provide evidence of the required immunization status on entry into the program. It is the student's responsibility to maintain a current immunization status according to the guidelines and requirements of the School of Rehabilitation Science.

The Master of Physical Therapy program requires that the students spend time in clinical facilities within the first week of the program. It is imperative that the immunization be up-to-date and that immunization records be filled out and submitted on the first day of classes. Students may be required to obtain additional immunizations, during the student's time in the M.P.T. program, consistent with specific requirements of individual clinical facilities and/or health regions where the student is assigned for a clinical placement. Additional vaccination requirements may include seasonal flu immunization. Students must also be Respirator Fit Mask tested while in the program.

Students are required to complete a specific police/criminal record and vulnerable sector check prior to starting the program, before being accepted for clinical placements in many clinical facilities.

Additional common requirements as preparation for many clinical placements include: additional health, disability and dismemberment insurance, orientation to 'Workplace Hazardous Materials Information System', signed Worker's Compensation Board Work-based Learning Consent and Agreement forms and signed confidentiality agreements.

Education Equity Program

The purpose of this program is to encourage enrolment by applicants of Aboriginal ancestry. The program is open to all Canadian citizens regardless of Saskatchewan residency status.

Each year, six positions for admission to the School of Rehabilitation Science are designated for applicants of Aboriginal ancestry who meet admission requirements. To be considered for the Education Equity Program for Aboriginal students, applicants of First Nations, Metis or Inuit ancestry must indicate this status when completing the School of Rehabilitation Science application. Self identification of Aboriginal ancestry does not exclude applicants from being considered in the general applicant pool.

Essential Skills and Abilities Required for the Study of Physical Therapy

To be successful in this intensive program, students must be in good physical and mental health. Any applicant with concerns regarding the essential skills and abilities required should consult with the Director to discuss the physical and cognitive demands required to successfully complete the program and accommodations that are available to students with disabilities.

Admission Requirements

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. Acceptable test scores are as follows:
 - TOEFL: a minimum of 22 out of 30 in each component with a combined minimum total score of 100
 - IELTS: a minimum score of 7.5 out of 9 in each area and overall
 - Cantest: a minimum of 5 in each area and overall
- must meet Saskatchewan residency requirements unless applying under the Education Equity Program (see above)
- four year baccalaureate degree (in any discipline) from a college or university of acceptable standing
- Human Physiology (6 credit units) – PHPY 302.3 and one of PHPY 301.3, PHPY 303.3, or HSC 350.3 or equivalent.
- Statistics (3 credit units) – STAT 245.3 or PLSC 214.3 or equivalent
- Basic Human Anatomy (3 credit units) – ACB 310.3 or equivalent

- Minimum 75% average normally calculated using the most recent minimum 60 credit units of university course work
- CASPer
- Applicants should check the list of Approved Prerequisite Courses for the MPT available on the School of Rehabilitation Science's website. If course equivalencies are not listed, applicants must seek and receive approval for equivalent pre-requisite courses from the Admissions Committee. For further information, students should consult the Academic Program Assistant at the School of Rehabilitation Science. Applicants should supplement in-person or telephone admission enquiries with written/email enquiries. Only written/email responses to enquiries will be accepted as evidence of the official advice given by the School of Rehabilitation Science.
- Students should check the School of Rehabilitation Science's website regularly for updates to the Admissions process.

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Ryan Brook, vice-chair, Academic Programs Committee

DATE OF MEETING: February 20, 2020

SUBJECT: **Admissions Qualifications change – Doctor of Dental Medicine (DMD) program - Pilot**

DECISION REQUESTED:

*It is recommended:
That Council approve the proposed changes to the admissions qualifications for Doctor of Dental Medicine (DMD) program, as a pilot starting the 2021-22 admissions cycle and continuing for three (3) years.*

PURPOSE:

Changes to admissions qualifications require approval by University Council and confirmation by University Senate.

CONTEXT AND BACKGROUND:

The College of Dentistry is seeking to conduct a pilot of the Computer-based Assessment for Sampling Personal Characteristics (CASPer) test as requirement for applicants to the DMD program. The College currently uses the Multiple Mini Interview (MMI) tool to interview candidates for the DMD program and the College finds that it adequately assesses non-academic attributes of applicants for the program. The use of the CASPer tool is growing across other health science disciplines with many programs in medicine, physical therapy, nursing, and pharmacy and nutrition are now using CASPer to assist with determining eligibility for admission. Many health science programs, both at USask and across Canada are moving to CASPer to either replace or to complement the MMI. The College of Dentistry seeks to assess CASPer to determine if it functions as well as the MMI in assessing non-academic attributes.

During the pilot, the College of Dentistry will require that applicants complete both the CASPer and the MMI. The CASPer score will not be used in determining whether an applicant has met the admissions requirements, but will rather be used solely to assess the effectiveness, validity, and reliability of the tool. The need for ethics approval, data security and confidentiality were addressed in regards to the design of the pilot project. Particularly, if data is assessed from across multiple colleges. Because of the additional cost for completing the CASPer, the College of Dentistry will pay the cost for the CASPer for any applicants who are applying solely to the College of Dentistry (and not another USask health science program requiring the CASPer).

The proposal for a pilot program was approved by the College of Dentistry's Admissions Committee at its December 10, 2019 meeting and by the College of Dentistry's Faculty Council at its December 18, 2019 meeting. The Academic Programs Committee reviewed this proposal at its January 30, 2020 meeting. The committee recommended that the college ensure that it seeks and obtains any required ethics approvals before conducting its research into the validity and effectiveness of the tool, but appreciated the thoughtfulness the college is putting into testing the CASPer before changing the requirements for admission to its DMD program. APC recommends that Council approve this proposal.

FURTHER ACTION REQUIRED:

University Senate will be asked to confirm this decision at its April 25, 2020 meeting.

ATTACHMENTS:

1. College of Dentistry Admissions Requirement Changes



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

1. PROPOSAL IDENTIFICATION

Title of proposal: College of Dentistry Admission Requirement Changes

Degree(s): Doctor of Dental Medicine (DMD)

Field(s) of Specialization: Dentistry

Level(s) of Concentration:

Option(s):

Degree College: Dentistry

Contact person(s) (name, telephone, fax, e-mail):

1. Dr. Gerry. Uswak, Acting Associate Dean Academic, gerry.uswak@usask.ca; 306-966-5109
2. Ms. Kelly Mulligan, Director of Academic & Student Affairs, kelly.mulligan@usask.ca; 306-966-2760

Proposed date of implementation: 2020-2021 Admissions Cycle (August 2020)

Proposal Document

Please provide information which covers the following sub topics.

2. RATIONALE

This statement should include information about program objectives, need for the program, demand, uniqueness, student outcomes including employment or academic opportunities, and the expertise of the sponsoring unit. Please specify how this proposal relates to department/college plans and to Systematic Program Review or other review recommendations.

1. **The College of Dentistry is requesting approval to pilot the use of an online assessment tool (CASPer) as a requirement for applicants to the DMD program to assist with our admission selection process. Successful completion of CASPer would be mandatory in order to maintain admission eligibility.**

The rationale for this change is as follows:

CASPer is an online situational judgement test used by academic programs to help assess applicants for non-academic attributes or people skills including collaboration, communication, empathy, equity, ethics, motivation, problem solving, professionalism, resilience, and self-awareness. Assessment of these non-cognitive skills and interpersonal characteristics are extremely important for students to be successful in the DMD program and as practising dentists and will complement the tools already being used to assess admission eligibility.

- 1. Research and development of dental school recruitment and admission tools.** *In 2018, the Committee on the Identification of Future Dentists (CIFD) launched a national initiative for the research and development of recruitment and admissions tools and processes in order to recommend methods to facilitate identification and admission to dental school of individuals with the aptitudes required to become successful dentists. A survey of Canadian dental schools indicated a strong desire to identify instruments/processes to assess the non-cognitive attributes required to be a successful DMD student and competent dentist. CASPer was designed specifically to assess those non-academic people skills.*
- 2. To better align the College with admission tools used at other Canadian dental schools.** *The admission tools utilized by dental schools across Canada were examined. Currently five of 10 Canadian dental schools (UBC, University of Toronto, McGill University, University of Montreal and Laval University) require applicants to complete the CASPer online assessment as part of the selection process. Many students apply to multiple Canadian dental schools thus adding CASPer will not add an additional burden.*
- 3. Use of tool at other Canadian health sciences programs.** *The use of the CASPer tool is growing across other health science disciplines in Canada with many programs in medicine, physical therapy, nursing, and pharmacy and nutrition requiring it to assist with determining eligibility for admission. At USask, completion of CASPer is required for admission to the College of Pharmacy & Nutrition and the College of Medicine is currently seeking approval for its implementation for the undergraduate medical education program and it is a requirement for admission to post-graduate programs.*
- 4. Collaborative admissions processes for USask health sciences programs.** *Many students apply to multiple health sciences programs at USask annually. Three of the USask programs, Medicine, Dentistry and Physical Medicine and Rehab Science utilize the Multiple Mini Interview (MMI) tool to interview candidates for their programs. The College of Medicine invited all health sciences programs at USask to consider implementing a collaborative MMI to streamline the MMI process for both students and programs. The addition of CASPer to the College of Dentistry's admission tools will further streamline the process by providing a consistent experience for students applying to multiple health sciences programs at USask.*

3. Relationships

Impact on Students/Applicants

The addition of the CASPer online assessment tool will not have a significant impact on students. Many USask students apply to multiple health sciences programs, particularly Medicine which will implement CASPer upon approval. Similarly, many students apply to multiple dental schools across Canada many of which already require CASPer (5/10). There is a \$40 fee to take the online CASPer test, as well as a \$10 distribution fee per school to receive the results. While an additional cost to applicants is a concern, the fee is reasonable and many students are already paying the fee due to requirements of other programs or schools.

Impact on other Colleges/Departments

There will be no impact to other Colleges. There will be a minor impact to the Student Information Systems department to add a section on the College of Dentistry RMS online application to capture test scores for CASPer. This will be done as part of the updates completed annually prior to the online RMS application going live.

College Statement

Please provide here or attach to the online portal, a statement from the College which contains the following:

- ☐ Recommendation from the College regarding the program
- ☐ Description of the College process used to arrive at that recommendation
- ☐ Summary of issues that the College discussed and how they were resolved

The College of Dentistry is requesting approval to pilot the use of CASPer, the online situational judgement tool to assist in the selection of students admitted to the DMD program for the 2020-2021 intake. The proposal was reviewed and discussed at the two College level committees, the Admissions Committee and Faculty Council. Please see the attached documentation to for the discussions and decisions.

The admissions requirements and tools of other Canadian dental programs as well as health sciences programs were reviewed and it was determined that the College of Dentistry would be joining a growing number of programs already utilizing the CASPer tool, including the College of Pharmacy & Nutrition and soon the College of Medicine. In addition, the addition of the CASPer tool is in alignment with the desire of the CDA and other dental schools to better assess the non-cognitive and interpersonal skills of applicants to ensure success in both dental school and as a practicing dentist

ADMISSIONS COMMITTEE MEETING SUMMARY

DRAFT

**Admissions Committee
College of Dentistry
Minutes**

Dec 10, 2019

9:00 am

DC 108

Chair: Dr. G. Uswak (Acting Associate Dean Academic)

Members: K. Da Silva (Designate for A. Jessani), J. Hoover (Faculty Rep), B. Hussain (Student Rep), L. Irwin (Assistant Dean, DA Program), W. Siqueira (Designate for P. Papagerakis), D. Stark (Faculty Rep), B. White (College of Dental Surgeons of Saskatchewan Representative), K. Mulligan (Director of Academic and Student Affairs), M. McCormick (Recording Secretary)

Regrets: D. Brothwell (Dean), K. Gauthier (U of S Registrar Designate)

1) Approval of the Minutes of May 16, 2019:

MOTION: Da Silva/White

That the minutes from May 16, 2019 be approved.

Carried

2) Admissions Committee Members Confidentiality Form:
The confidentiality form was circulated and collected.

3) Business Arising from the Minutes:

None.

4) CASPer Pilot

Recently, the College of Dentistry met with other Health Sciences Colleges to discuss a collaborative multiple mini interview (MMI). While discussing the collaborative MMI, other health sciences programs indicated their intent to implement an alternative admissions selection tool, Computer-Based Assessment for Sampling Personal Characteristics or CASPer. In addition, there are currently four dental schools in Canada using CASPer. UBC, UofT, Montreal, Laval and McGill.

CASPer is an online situational judgement test used by academic programs to help assess applicants for non-academic attributes or people skills including collaboration, communication, empathy, equity, ethics, motivation, problem solving, professionalism, resilience, and self awareness. It is made up of 12 sections and typically takes 60-90 minutes. Each section is scored by a different rater. The group of raters reflect the diversity of the population and all raters are extensively trained, vetted and are invested in the future of the profession.

The College decided to participate in the collaborative MMI process as well as pilot the use of CASPer as one of the admission selection tools. During the CASPer pilot, no applicant would be

refused due to their score, rather the data will be used solely to assess the effectiveness, validity and reliability of the tool.

MOTION: Da Silva/Hussain

That the College of Dentistry proceed with the idea of a collaborated MMI and CASPer pilot.

Carried

5) **Next Meeting:**

The next meeting is scheduled on February 12, 2020.

The meeting was adjourned by motion at 9:35 AM.

FACULTY COUNCIL MEETING SUMMARY

DRAFT

**FACULTY COUNCIL MEETING
COLLEGE OF DENTISTRY
MEETING MINUTES
Wednesday, December 18, 2019
11:30 am – room DC 334/335**

- Present: R. Anholt, R. Bohay, K. Da Silva, C. Downing, A. Gruza, A. Hussain, L. Irwin (Acting Assistant Dean, Dental Assisting Program), A. Leask, J. Monteith, F. Otero, G. Uswak (Acting Associate Dean, Academic), W. Siqueira (Acting Associate Dean, Graduate Studies and Internationalization), B. White (Registrar, CDSS), R. Gallagher (community-based member of the dental profession), E. Underwood, K. Glass (Dental Assisting Program Instructor), K. Mulligan (Director, Academic & Student Affairs), A. Storoschuk (Executive Assistant to the Dean), K. Fuglerud (Director, Finance and Administration), M. Knaus (Business Manager, Clinical Affairs), L. Kuliasa, L. Proulx
- Absent: M. Berscheid, D. Brothwell (Dean and Chair), M. Copete, P. Doig, A. Heinrichs (Assistant Dean, Clinics), A. Jessani, D. Kolbinson, P. Kurz, J. Lalli, J. Longworth, P. Papagerakis (Associate Dean, Research), A. Singh, J. Steel, K. Viridi, P. Stoicheff, T. Vannelli, K. Chad, G. Fowler, D. Pozega-Osburn, P. McDougall, S. Baraniuk, T. Crowe, M. Just, B. Bilson, R. Isinger, S. Jones, D. Jackle (President, Saskatchewan Dental Student Society), H. Stevens

1. Call to Order & Reminder of Confidentiality

The meeting was called to order at 11:32 am. Dr. W. Siqueira reminded Council members that items confidential in nature should not be discussed outside of the confines of Faculty Council Meetings. Dr. Siqueira introduced new faculty member to the DMD program, Dr. Andrew Leask.

2. Appointment of Rules of Order Officer

Dr. K. Da Silva

3. Presentation of Minutes of October 30, 2019.

USWAK/ DA SILVA: That the minutes of October 30, 2019 meeting be approved as circulated.

Otero: Indicated a few minor corrections to be edited. K. Fuglerud noted the corrections and will amend.

CARRIED

4. Business Arising From the Minutes

N/A

5. New Business

a) CDAC Results: DA Program and DMD:

b)

6. Other Business/Enquiries

a) CASPer Tool:

Dr. Gerry Uswak explained the admissions committee. The College of Dentistry was invited to a series of meetings to discuss the possibility of a collaborative MMI with the other Health Sciences programs (Medicine, Nursing, Rehab Sciences, Pharmacy and Nutrition), as data suggests a significant pool of applicants apply to multiple health sciences programs. Other health sciences programs intend to implement an alternative admissions election tool called CASPer (Computer-Based Assessment for Sampling Personal Characteristics). All Canadian and US medical schools are using CASPer. The Committee approved to pilot this tool. Throughout the trial of CASPer, no student will be refused based on the CASPer rankings.

USWAK/DA SILVA: Dr. Uswak motioned to pilot CASPer. Dr. Da Silva second this motion.

CARRIED

CASPer will be done online at no cost to the participant. There is no timeline for implementation. Unfortunately, stats are not available for third party evaluations and there has not been any scholarly research done. There is no data shared by the schools that are currently using CASPer, only CASPer data is available. CASPer will be another method of finding the best students for the College of Dentistry. Unfortunately, with the amount the current MMI system is used, the applicants have access to the shared information, therefore able to prepare and manipulate the system. Our current applicants are different from applicants ten years ago, and the CASPer system allows us to measure things that are not currently being tested with the MMI system. There has been discussions about using CASPer with current students to create a baseline.

7. Closure

DA SILVA: The meeting was adjourned by motion at 12:25 pm.

2020-21 Admission Requirements

College: Dentistry

Program(s): D.M.D.

Admission Qualifications:

- **Minimum overall average of 70% in required pre-dentistry courses (39 credit units):**

- BIOL 120.3 and BIOL 121.3 or BIOL 224.3 or BMSC 224.3 – General Biology
- CHEM 112.3 – General Chemistry 1
- CHEM 250.3 – Introduction to Organic Chemistry
- PHYS 115.3 Physics and the Universe
- BMSC 200.3 – Biomolecules
- BMSC 230.3 – Metabolism
- PHSI 208.6 or PHPY 302.3 and PHPY 303.3 – Human Body Systems
- NUTR 120.3 – Basic Nutrition
- BMSC 210.3 - Microbiology
- Six credit units (full course equivalent) in Social Sciences/Humanities

Note that these are University of Saskatchewan courses: equivalents from other post-secondary institutions will be considered.

- **Completion of three 30-credit unit academic years of university-level coursework towards the requirements of an undergraduate degree. An academic year is defined as two standard academic terms consisting of eight consecutive months (September to April).**
- **A cumulative weighted average of 75% over the two best academic years of study.**
- **Completion of 39 credit units of required pre-dentistry courses (or equivalents) with a minimum overall average of 70%**
- **Applicants must maintain BOTH of the following conditions for any course work during the year of application: a minimum overall academic average of at least 75% AND a minimum 70% average on any pre-requisite course.**
- **Dental Aptitude Test**
- **Completion of the online CASPer situational judgement test***
- **Proficiency in English**

*Test results submitted for the online CASPer situation judgement test will be used for a pilot process to determine its effectiveness in enhancing the admissions selection process. Although mandatory, CASPer scores submitted for the 2021-2022 admissions intake will **NOT** be used for eligibility for the program.

Selection Criteria:

- **Academic Record – 65% overall weighting**
 - Cumulative weighted average of the best two 30-credit years
 - Applicants must have achieved a minimum cumulative weighted average of 75% over their two best academic years of study and must maintain an average of 75% in their current year of study.
- **Dental Aptitude Test – 15% overall weighting**
 - Reading comprehension (1/3)
 - Academic average (1/3)
 - Perceptual ability (1/3)

2020-21 Admission Requirements

Applicants will not be considered for admission if they have, in their best DAT score, achieved any of the following:

- An Academic Average score of less than 15 or
 - A Perceptual Ability score of less than 14 or
 - A Reading Comprehension score of less than 14
- **Interview – 20% overall weighting**
 - Interview selection is based on the academic average of the two best academic years of study and the single best overall DAT score.
- **Other credentials to be submitted after admission**
 - Criminal Record Check and Vulnerable Sector Search

Categories of Applicants:

The College of Dentistry admits 34 students to the program each year. A minimum of 22 seats are reserved for residents of Saskatchewan and up to 12 seats for all other applicants regardless of residency. Applicants must designate their category on the online application form. All applicants must be Canadian citizens or landed immigrants at the time of application.

Saskatchewan Residents

Applicants must be Canadian citizens or permanent residents at the time of application. Applicants must have resided in Saskatchewan for at least four years immediately prior to September 1st of the year in which admission is being sought. Applicants who left the province, but who previously lived in Saskatchewan for an accumulated period of 15 years (permanent residency), will be treated as residents. Applicants who have previously lived in Saskatchewan for an accumulated period of less than 15 years and who do not qualify under the four year condition will receive credit of one year toward the four year requirement for every four years of residency in the province. There are no exceptions of the four year Saskatchewan residency rule.

Canadian Applicants

Applicants are required to complete courses equivalent to those listed under Admission Qualifications.

Indigenous Equity Access Program

There is a separate category in which six first-year seats are reserved for persons of Canadian Indigenous ancestry. Applicants must meet the minimum Admission Qualifications, above. Applicants must achieve an acceptable rating on the interview and complete the Dental Aptitude Test (DAT). Applicants must identify themselves on the online application form. Applicants must provide proof of Aboriginal ancestry.

2020-21 Admission Requirements

Foreign Trained Dentists

This is a separate category in which one first-year seat is reserved for a foreign trained dentist. Applicants in this category will compete in a separate pool and must meet all of the following requirements:

- Applicants must have earned a dental degree from a recognized dental school outside of Canada or the USA.
- Proof of degree and official transcripts must be provided.
- Applicants must meet the Saskatchewan residency rules.
- If applicable, applicants must submit proof of English proficiency.
- Applicants must take the Canadian Dental Aptitude Test (DAT) administered by the Canadian Dental Association and meet the minimum requirements.
- Applicants must be interviewed at the University of Saskatchewan for the year in which admission is being sought.
- Applicants must provide a one page biography (curriculum vita) on the relevant dental experiences and other information that would be helpful to the Admissions Committee during the selection process.

Applicants will be evaluated on all the above criteria. Admission under the foreign trained dentist category is NOT guaranteed.

Special Case Category

The College of Dentistry may consider applicants with special circumstances with regard to any of the three 30-credit unit years of study, such that one or all years may have been completed over 12 consecutive months as part of a program requirement. All special case applicants will be considered by the college admissions committee and they will compete with other applicants in the general pool of candidates. Special case applicants that have met all other requirements must submit a letter to support their application explaining their special circumstances.

The College of Dentistry has no provision for special cases pertaining to the academic or residency requirements and letters will not be considered.

Transfer Students

There is no provision for accepting transfer students into the DMD program at this time.

International Students

Effective the 2016-2017 admission cycle, the college will no longer accept applications from international students.



January 21, 2020

Dr. Susan Detmer
c/o Amanda Storey
Office of the University Secretary
University of Saskatchewan
E290 Administration Building
105 Administration Place
Saskatoon, SK S7N 5A2

Dear Dr. Detmer,

The College of Dental Surgeons of Saskatchewan (CDSS) has had representation on the College of Dentistry Admissions Committee and Faculty Council throughout the discussion of the proposal to pilot the use of CASPer as a tool to aid in the selection of candidates for the DMD Program.

The CDSS fully supports the proposal.

Sincerely,

Jerod Orb
Executive Director
College of Dental Surgeons of Saskatchewan

Survey Questions	Alberta		British Columbia		Dalhousie		Laval		Manitoba		McGill		Montreal		Saskatchewan		Toronto		Western	
	Revised: Mar 20, 2019		Revised: Mar 29, 2019		Revised: Mar 26, 2019		Revised: Mar 25, 2019		Revised: Mar 5, 2019		Revised: Mar 20, 2019		Revised: Mar 19, 2019		Revised: Mar 15, 2019		Revised: Mar 20, 2019		Revised: May 9, 2019	
Retake (repeated) Passed Courses	Uses first passing grade. Credit will not be granted twice for the same course. Applicants may not repeat a course previously passed.		All courses are included in the GPA calculation.		Takes the average of the two attempts, but counsel students to take a higher-level course in the same subject area.		The CRC takes into account the repeated course.		Allowed one repeat with substitution of higher grade; other repeats are averaged with original grades; must have minimum of 2 years with at least 24 new c.h. per year.		Only the last grade is considered in the cGPA calculation		All courses are included in the CRC.		If the applicant repeats a pre-dentistry required course in which s/he had obtained a passing grade, we will not use the grade obtained in the course that was repeated. If the overall average of the pre-dentistry requirements is below 70%, the applicant may take a higher-level course to improve his/her overall pre-dentistry average. Courses approved for substitution are upper-level courses that have the applicable pre-dentistry course as a prerequisite.		Original mark is included in average of year in which it was obtained and the new mark is included in the average of year in which it was obtained.		Under normal circumstances, average of a repeated course is incorporated in overall average of year in which it was achieved.	
Admission Criteria / Weighting	Used?	Relative Weight	Used?	Relative Weight	Used?	Relative Weight	Used?	Relative Weight	Used?	Relative Weight	Used?	Relative Weight	Used?	Relative Weight	Used?	Relative Weight	Used?	Relative Weight	Used?	Relative Weight
GPA/academic record	YES	50%	YES	Weighting is not made public	YES	45-50%	YES	60%			YES	70%	YES	60%	YES	65%	YES	60%	YES	Weighting not provided
DAT	YES	25%	YES		YES	10-20%	YES	Pass or Fail	YES	33 1/3 %	YES	N/A	YES	Pass or fail	YES	15%	YES	10%	YES	
Reference letters	NO		NO		YES		NO		NO		NO	N/A	NO	NO	NO		NO		NO	
Personal statement	NO		NO		NO		NO		NO		YES	20%	NO	NO	NO		NO		YES	
CASPer® Test	No		YES		N/A		YES	20%			YES	10%	YES	40%	NO		YES		NO	
Unstructured interview	NO		NO		NO		NO		NO		NO	N/A	NO	NO	NO		NO		NO	
Structured interview	YES	25%	YES		YES	30-40%	YES	20%	YES	33 1/3 %	YES	70%	NO	NO	YES	20%	YES	30%	YES	
Other:	YES Prerequisite		YES Problem-based learning evaluation					YES Adjusted grade point average	33 1/3 %	YES Science GPA	30%	For applicants invited to the Multiple Mini-Interviews, the final rank order list is calculated as follows: DMD & DENT-P: 70% interview performance and 30% science GPA; Degree Completion Program: 100% MMI score.		YES Individual interview, if needed	Pass or fail				YES Autobio-graphical Sketch	
Dental Aptitude Test (DAT) 1. Whether / how DAT results are considered.	DAT results used?		DAT results used?		DAT results used?		DAT results used?		DAT results used?		DAT results used?		DAT results used?		DAT results used?		DAT results used?		DAT results used?	
Academic average	NO		YES		NO		NO		NO		NO		NO		YES		YES		YES	

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Ryan Brook, vice-chair, Academic Programs Committee

DATE OF MEETING: February 20, 2020

SUBJECT: Doctor of Philosophy (PhD) in Precision Oral and Systemic Health

DECISION REQUESTED:

*It is recommended:
That Council approve the proposed Doctor of Philosophy (PhD)
program in Precision Oral and Systemic Health, effective May 2020.*

PURPOSE:

Council has responsibility for approving new degrees and degree-level programs.

CONTEXT AND BACKGROUND:

The College of Graduate and Post-doctoral Studies (CGPS) is proposing a PhD program in Precision Oral and Systemic Health to be delivered through the College of Dentistry. This will be the first graduate program in Dentistry at the University of Saskatchewan and will aide that college as it continues to build its emphasis on research performance and productivity as well as on training students at all levels.

The focus of this PhD program will be on an integrative “body to mouth” concept that will provide students with an opportunity to focus precision technologies and approaches or translational oral and public health approaches. Students in this PhD program will be required to complete a qualifying exam within one year of starting the program, as well as a comprehensive exam. Students in the program will be expected to complete between 10 and 19 cu of coursework (depending on whether they enter with a graduate degree or enter directly from their undergraduate training) and will be required to write and defend a thesis. It is expected that students will complete the PhD program in 4 years.

There will be two pathways for entering the PhD program – a regular route for applicants with an earned Masters degree, as well as a direct-entry option for students entering after completing an undergraduate degree. For those applicants already holding a graduate degree, the minimum admissions average would be 70% and for direct-entry applicants, the admissions average would be 80%. The program will seek to admit seven students annually and there is already significant interest in the program, given the research interests and productivity of College of Dentistry faculty members. The PhD program would not be limited to students with a DMD/DDS, and there is an opportunity to attract students from a wide variety of disciplines.

The CGPS Graduate Programs committee reviewed the proposal at a number of meetings and approved the proposed program at its December 11, 2019 meeting. The CGPS Executive Committee approved it at its January 20, 2020 meeting. The academic programs committee reviewed this proposal at its January 29, 2020 meeting. The committee recognized the fit of this program in the ever-changing health care environment and appreciated the work done to ensure equity in the program, both through a designated seat for Indigenous applicants as well as an effort to attain gender parity in the program.

FURTHER ACTION REQUIRED:

Tuition associated with this program will be approved as per the Tuition and Fees Authorization Policy.

ATTACHMENTS:

1. Proposal for Academic or Curricular Change – PhD in Precision Oral and Systemic Health



MEMORANDUM

To: Academic Programs Committee of University Council

Copy: Walter Siqueira, Associate Dean of Graduate Studies and Internationalization, College of Dentistry

From: Office of the Associate Dean, CGPS

Date: January 22, 2020

Re: New Doctor of Philosophy (PhD) in Precision Oral and Systemic Health

The College of Graduate and Postdoctoral Studies is recommending approval of a new PhD program in Precision Oral and Systemic Health delivered through the College of Dentistry. The proposed PhD program would be the first graduate program offering in the College of Dentistry, and it aligns with goals articulated in their strategic plan as well as the strategic plan of CGPS.

The proposed program includes standard CGPS admission requirements along with an option for direct-entry admission following completion of an undergraduate degree. Applicants with an earned master's degree will require a minimum 70% admission average, while applicants without a master's degree will require a minimum 80% admission average. The program will seek to admit seven students annually with equal gender representation. One of the seven admissions will be reserved for a qualified indigenous applicant, where self-identification is included in the application. The program will require a minimum of 10 credit units of coursework for students with an earned master's degree, or a minimum of 19 credit units of coursework for students entering the program without a master's degree. These requirements align with CGPS policy. The program will also include requirements for qualifying exams, comprehensive exams, and completion of a thesis with an oral defence.

It is anticipated that the new doctoral students will produce publications during their studies, which will increase research productivity and reputation for the College of Dentistry.

After months of review and consultation, the proposal received final approval from the Graduate Programs Committee on January 17, 2020, and the Executive Committee of CGPS on January 20, 2020. The CGPS is seeking approval to have the program implemented for May 1, 2020.

Attached please find the proposal with supporting documents.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca or 306-966-2229



MEMORANDUM

To: Academic Programs Committee (APC)

Copy: Dr. Walter Siqueira, College of Dentistry

From: **Trever Crowe, Chair of CGPS Executive Committee**

Date: January 20, 2020

Re: New Doctor of Philosophy in Precision Oral and Systemic Health

Discussions between proponents in Dentistry and staff in CGPS began in April 2019. The Graduate Programs Committee discussed the proposal on May 14, 2019; September 16, 2019; October 28, 2019; December 2, 2019; and December 11, 2019.

The CGPS Executive Committee discussed the proposal on December 16, 2019 requiring revisions to the proposal as presented, and discussed revisions on January 20, 2020.

The Executive recommends approval of the PhD program in Precision Oral and Systemic Health (*Heavin/Kalra – all in favour CARRIED*)

To provide context of the discussion the following points were discussed, and decision was made as noted above:

A member asked re: the rational from going 3 hrs to 2 hrs. It was understood that the GPC was not given a rational other than for maybe scheduling. Experts in the area recommended this change and that similar courses have always been taught that way. The syllabi indicates a module approach, which does make sense than previous proposals.

Members suggested that we allow our colleagues and our program proponents to proceed. Future Graduate Program Reviews (GPR) will be looking and evaluated for rigor. A GPR would likely happen in about 5 years after having a full cohort of graduates.

Members noted that this is a brand new program, and has been under development for some time. There has been a lot of coaching to get this proposal submitted and it has improved a great deal from the first iteration.

Members suggested that it is part of the learning process to have this type of program to make adjustments as offerings are experienced. This is a progressive program for USask and the first of its kind so we would expect that the adjustments would be made.

Members suggested that it is time to move this forward knowing GPC has helped them significantly to develop the proposal before us today, we have done our due diligence.

If you have any questions, please contact Dr. Trever Crowe, chair of the CGPS Executive Committee at trever.crowe@usask.ca or 306-966-5759.



MEMORANDUM

To: Executive Committee of CGPS

Copy: Dr. Walter Siqueira, College of Dentistry

From: Graduate Programs Committee

Date: December 12, 2019

Re: new Doctor of Philosophy in Precision Oral and Systemic Health

The Graduate Programs Committee is recommending approval of a new Doctor of Philosophy in Precision Oral and Systemic Health. The new program proposed is to be the first graduate program offering in the College of Dentistry.

The program is proposed to have options for standard admission requiring an earned master's degree as well as direct-entry admission following an undergraduate degree. Students would be required to complete a minimum of 10 credit units of coursework if they enter the program with an earned master's degree, or a minimum of 19 credit units of coursework if they enter the program following an undergraduate degree.

Six new course proposals are included in the proposal, and the proponents have consulted with other units to ensure that students would have access to existing applicable courses to complement their research programs.

Discussions between proponents in Dentistry and staff in CGPS began in April 2019. The Graduate Programs Committee discussed the proposal on May 14, 2019; September 16, 2019; October 28, 2019; December 2, 2019; and December 11, 2019. At the December 11, 2019, meeting the committee passed the following motion:

To recommend approval of the PhD program in Precision Oral and Systemic Health subject to the conditions noted. Morrison/Labrecque 1 abstention CARRIED

The conditions were to remove 3 credit units from the proposed DENT 804 course, and remove reference to paid teaching assistant work in the syllabus. Those changes were made.

Attached please find the full program proposal and supporting documentation.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca or 306-966-2229



UNIVERSITY OF
SASKATCHEWAN

Proposal for Academic or Curricular Change

PROPOSAL IDENTIFICATION

Title of proposal: **PhD in Precision Oral and Systemic Health**

Degree(s): **PhD**

Field(s) of Specialization: **Precision Oral and Systemic Health**

Level(s) of Concentration: **n/a**

Option(s): **N/A**

Degree College: **CGPS**

Contact person(s) (name, telephone, fax, e-mail):

Martha Smith, Acting Associate Dean, CGPS;

306-966-2229; Kelly.clement@usask.ca

Proposed date of implementation: **May 2020**

Proposal Document

Please provide information which covers the following sub topics. The length and detail should reflect the scale or importance of the program or revision. Documents prepared for your college may be used. Please expand this document as needed to embrace all your information.

1. Academic justification:

- a. *Describe why the program would be a useful addition to the university, from an academic programming perspective.*

University Plan 2025 sets out the direction for the university until the year 2025 with bold aspirations and ambition to be ‘the university the world needs’. USask is also a member of the prestigious *U15 Group of Canadian Research Universities*, which includes some of Canada’s most research-intensive institutions. In order to achieve our university’s goals and ensure

continued success and pre-eminence on the national and international stage, it is vital that each college/school/unit contributes in meaningful and novel ways to the success of the University. Historically, the College of Dentistry has focused on training dentists through the DMD program, with only very limited emphasis on research performance or productivity and no offerings for graduate-level programs. In the current academic environment, this historical state is no longer acceptable and will over time have an increasingly negative impact on the reputation of the College of Dentistry and the University. The college recognizes the deficiencies in the historical status quo, and is moving forward on a new course with a sense of urgency. **The college is in the midst of a multi-year transformation that places emphasis on research performance and productivity and on expanding student training at all levels**, among other priorities. A new PhD program is one of these priorities.

This PhD program follows the lead of other top-ranked dental schools in North America that have robust PhD programs, in areas ranging from Craniofacial Sciences to Oral Biology to Dental Specialities. Our program will train highly-qualified students whose presence and activities will enrich the research and training environment in the college. Immediate effects include **increasing the research productivity of faculty members** providing PhD supervision, through increased number of publications and ability to now apply for external student stipend awards and travel funding. Longer-term effects include an **increased number of grant applications, manuscript publications, increased success in grant competitions** due to **stronger track records (CV)** from supervising PhD-level students, and other spin-offs such as **increasing patents and research contracts**.

In terms of research culture and environment, Dentistry faculty members currently face challenges in supervising their PhD students because there is no program available in their home college; they work around this by affiliating themselves with other colleges/schools. Having a PhD program in Dentistry will immediately create a more research-intensive environment in the College. This enriched environment, which develops from **mentorship and collaboration amongst students within and beyond their research teams**, will go a long way toward changing the research culture in the college. Transitioning to a more research-intensive culture will also be a significant **asset for the college and university in the recruitment and retention of talented emerging or well-established faculty members to the college**, since most research-intensive faculty hires will want to supervise PhD level students. Graduate programs bolster a university's reputation in a wealth of areas, which consequently strengthens the reputation of the college and the university.

- b. Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.*

The PhD in Precision Oral and Systems Health aligns with **2018-2025 strategic plans for the University, the University's research enterprise, and the college**. At the highest planning level, the PhD program supports the commitments in *University Plan 2025* by encouraging research, discovery and funding success; by strengthening the college's reputation as experts who are eager to collaborate; by providing a structure within which the college can train graduate students; and by strengthening communities through opportunities for research with vulnerable and priority populations. In specific terms of contributions to Indigenization, we will reserve spots to increase participation in the program from Indigenous students, and we have aspirations to pursue community-based research with Indigenous communities that is driven by the dental

public health needs in their communities. In reference to supporting the **University's research strategy (Research Plan 2018-2025)**, the new PhD program will specifically increase capacity for research and cultivate emerging strengths in a college that was not previously known for research, and it will invigorate our health cluster by expanding graduate level training to include the important component of oral health. The specializations of the PhD program - **Precision Oral and Systemic Health** – also align well with **University's signature areas** of *One Health: Solutions at the Animal-Human-Environment Interface* and *Indigenous Peoples: Engagement and Scholarship*. The specializations complement the current research strengths in the college, and they support future planned growth in faculty recruitments for the College; the specializations will allow for an extensive scope of research topics within the PhD program.

College-wise, in creating **College of Dentistry Plan 2025**, our strategic planning process included a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats), which identified “low research output” as a significant weakness. The proposed PhD program will be a key component for addressing this deficiency by organically increasing the number and quality of publications and grant applications, with subsequent growth in reputation and success. The college's plan includes five strategic priorities and this new PhD program will make strides in achieving four of these priorities: becoming a leader in **inclusive community care**, focused on priority populations; **expanding educational programming** to include graduate-level training; **expanding research capacity and output**; and **uplifting Indigenous populations** through graduate training and research focus.

c. *Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*

The program will be targeted to several groups – **Indigenous, visible minorities** and **female** students, and also to **international students**. A variety of promotional materials/campaigns for the POSH program will be created to garner interest from students in these groups. The opportunity to pursue either lab and non-lab streams in the program will also be important to ensuring that potential students can see a fit with the program for their potential research interests. Given that the program is **not** restricted to DMD/DDS graduates, and there is presently a strong focus on the more broad concept of ‘body to mouth’ connection, there is opportunity to attract students from a wide variety of disciplines to the program.

A diversified student cohort that encourages inclusivity is critical to a strong PhD program, where a variety of viewpoints, past experiences, and previous training shape the interactions and outputs of the group. Visible minorities do tend to be adequately represented in undergraduate cohorts in Dentistry, but we will continually monitor uptake from visible minorities in this graduate level program and adjust strategies as necessary. Indigenous students continue to be underrepresented in Dentistry (and in related disciplines) both at USask and across Canada while female students are significant underrepresented at graduate level across Canada thus it is important to strategically focus on these groups. Increasing representation of **Indigenous students** in our college is embodied in the college's strategic priority #5 as we look to have a student base that better represents our province's population base, and to better address oral health care needs and preferences of Indigenous people. For encouraging Indigenous enrollment, our strategy includes reserving one (of the total 7) PhD position per year for an Indigenous student. If no Indigenous students apply or meet the entrance requirements, the reserved position will be redirected to another applicant. For **female students**, we are targeting a ratio of 50/50 male and female students, and will be conscious of this ratio in advertising and in final selection

of candidates for the program. As mentioned above, we will tailor marketing advertisement for the program to these groups. In terms of **international students**, it is important to target this demographic because this program will be a vehicle for internationally trained Dentists to pursue an academic or research career. This aspect of internationalization brings further diversity to the program and increases opportunities to see new perspectives for all involved. A new senior leadership position created by the university and the college will lead the development of strategic international partnership agreements – Associate Dean, Graduate and Internationalization, College of Dentistry.

d. What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?

In Canada, there are 5 PhD programs hosted in Canadian Dental Schools, and no competing programs in the province. The other Canadian programs are limited to more traditional dental or oral biology disciplines (e.g. oral physiology, oral microbiology and oral biochemistry), or dental specialty-related programs (e.g. periodontology and prosthodontic). Our proposed program will focus on a more integrative **“body to mouth”** concept with opportunities for students to focus on precision technologies and approaches, or translational oral and public health approaches. With this unique focus, we anticipate that the number of applicants will be higher than in for the more traditional and increasingly outdated “dental/oral biology” graduate PhD programs hosted in other Canadian Dental Schools, and will also attract a different cohort than dental specialty training programs. In addition, we anticipate attracting a significant number of internationally trained dentists who are not eligible for licensure in Canada as dentists, and who aspire to a career in oral health-related academic or research positions. For example, the Canadian Dental Association estimate that there are around 3000 international trained dentists in Canada. All these international dentists are potential PhD students to our program.

Table 1. Example of PhD Programs offered by Canadian Dental Schools **including minimal cu required for graduation, prior degree requirements and tuition for domestic and international students.**

Institution and PhD Name	Areas of Specialization	Minimal cu required	Prior Degree Requirements	English Language Requirements	Tuition (domestic/ International)
University of British Columbia – PhD in Craniofacial Science	<ul style="list-style-type: none"> Population Health Oral Health Clinical Research Basic Science 	<u>12 credits</u> during the first year of study.	<ul style="list-style-type: none"> DDS, DMD, MD or DVM, or equivalent, OR MSc in Dental Science, or related discipline 	TOEFL (IBT) overall: 93, with specific component requirements IELTS overall: 7.0 with min 6.5 per component	\$4,995.78 / \$8,776.74

University of Manitoba – PhD in Oral Biology	▪ Oral Biology	Minimum course requirements are <u>12 credits</u> and Communication Skills in Dental Research (unless they have previous credit for an equivalent course).	Master’s degree, or equivalent, cumulative GPA of 3.0 (B) OR Professional Degree or BSc (Hons)	TOEFL (IBT) overall: 86 (with min 20/section) IELTS overall (academic module): 6.5	\$4,961.64 / \$10,915.76
University of Alberta – PhD in Medical Sciences	▪ Oral Biology	Course requirements are recommended by the Supervisor and Supervisory Committee based on the background of the student	DDS, University degree, preferably an MSc, or equivalent with previous research experience	TOEFL (IBT) overall: 95 (with min 20/section) IELTS overall; 7.5 with specific component requirements	\$5,645.00 / \$9,465.00

2. Admissions

a. What are the admissions requirements of this program?

Admission requirements for the PhD program include:

i. Degree Qualifications:

- 1) **Regular admission:** Relevant Master’s degree, or equivalent, with a minimum overall average of 70%.
OR
- 2) **Direct-entry admission:** Professional degree in a relevant health sciences field (DMD, DDS, MD, RN, PT or equivalent) and a minimum overall average of 80%, with continuation in PhD program beyond year one dependent passing qualifying exam administered during year one (details 3c). Direct-entrants also have additional prescribed 19 credit units (cu). The combination of stringent requirements during professional degree coursework, the qualifying exam, and required 19 additional cu will ensure direct-entry students are equally as successful as regular entry students in the program.

ii. English language proficiency: Applicants whose first language (i.e. native language) is not English must provide evidence of English language proficiency by achieving at least the minimum scores on one of the following measures, with test taken within the last 24 months.

- 1) **Test of English as a Foreign Language (TOEFL):** The minimum acceptable score for the internet-based test is 86, with no individual section score below 20;
or

- 2) *The International English Language Testing Service (IELTS) of the British Council*: The minimum acceptable score is 6.5, with no individual section score below 6.0

- iii. **Statement of academic intent**
iv. **Three reference letters**

3. **Description of the program**

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

The curricular objectives will ensure graduates have the skills to become highly qualified researchers and policy makers who are capable of designing and conducting research that has impacts in the areas of oral health, precision health, public and population health (including Indigenous health). A diverse group of students are expected in the program under the **common thread of translational ‘body to mouth’ research, with opportunities for including precision technologies to investigate oral and systemic health**. For example, PhD research projects are expected in a wide range of topics from data-rich ‘omics platforms or bioinformatics, to oral health or disease prevention in priority populations, to biomaterials and molecular biology. With the now-common inclusion of stakeholders in the research process, there will also be a focus on extending research beyond academia to implications for general society. **These curricular objectives will not only foster scientific knowledge, but also develop the ‘soft skills’ that are essential for obtaining positions in the competitive job market in Canada.**

Graduates of the PhD program will:

- be able to critically evaluate current literature and research techniques/ methodologies in the context of their own research and in related disciplines;
- demonstrate expertise in their core subject area and broad-based knowledge in complementary subject areas;
- become self-directed and creative problem solvers capable of respectfully questioning their own research approaches and those of others;
- be able to design and execute a novel research plan and make significant contributions to scientific knowledge base in their area of research, in an autonomous manner
- be able to understand and interpret the requirements of stakeholders to ensure alignment of research process and goal-setting with intended stakeholder outcomes
- demonstrate originality in applying knowledge, with a practical understanding of how research and enquiry can be used to interpret knowledge and provide insights for stakeholders
- be able to effectively communicate research results through oral presentations and written publications, both for academic and stakeholder audiences
- possess the ‘soft skills’ required for future career pursuits in academia, private or government, including skills in leadership, critical thinking, problem solving, conference presentations, manuscript preparation, grant applications, and teaching.
- be adept at accepting constructive critique from mentors throughout the PhD process and, in turn, provide a level of mentorship to more junior students

- 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 objectives will be accomplished through a step-wise series of didactic teaching and laboratory experiences (where applicable), collaborative academic initiatives, and appropriate mentorship. Throughout their experience in the POSH program, students will be provided with regular opportunities to engage with one another at these formal/informal events, such as presentations/discussion at seminar series, lab meetings, journal club, workshops etc. These interactions will expand their interest in and knowledge of related research areas. The required coursework will include theoretical knowledge as well as development of leadership, critical thinking and professional skills that are highly sought in for both scientific and societal applications.

For those selecting a more academic career path in their program planning, there will be opportunities for honing their communication and technical teaching skills as they assist with courses with practical components, such as Teaching Assistant (TA) in our DAP and DMD programs, and as co- supervisor for the BSc DENT students during the College of Dentistry Summer Research Program. Compensation will be provided for TA responsibilities, as prescribed by USask PSAC – Graduate Student agreement (see section 5i).

There are no plans for delivery in a distributed format.

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

For completion of the PhD program, students must fulfil the requirements in the Table below (comparing regular and direct-entry admission requirements). ***The number of credits is in accordance to the similar programs in the country (see Table 1).*** The anticipated time frame for PhD completion is four years. The maximum time limit for PhD completion is six years.

PhD Completion Requirements	Regular Admission	Direct-Entry Admission
i. Credit units of coursework (minimal requirement)	10 cu or 11 cu	19 cu
ii. Pass qualifying exam within one year of start date	Required	Required
iii. Pass comprehensive exam	Required	Required
iv. Thesis proposal defense	Required	Required
v. Oral examination of the thesis	Required	Required

Credit units of coursework: An individualized coursework plan will be developed in conjunction with each student's faculty supervisor, and be approved by the advisory committee and graduate chair.

Regular admission students are required 10 or 11 cu and direct-entry admission students is required 19 cu

All students must enroll for courses 803.3, 805.2, 990.0, and 996.0.

Students must select either 801.3 or 802.3 and either 804.3 or 806.2 courses

While there is not requirement from the program for direct-entry admission students to enroll at research methodology and biostatistics courses. These two types courses will be suggested and offered thought the list of USASk graduate courses. Coursework requirements will be determined in consultation with the student and advisory committee based on research topic and background preparation.

Table 1. Core graduate courses offered by the POSH PhD Program

Course Code	Course Name	Credit Units	Course Director
DEN 801.3	Organogenesis of Complex Systems - From Development to Diseases	3	Papagerakis
DEN 802.3	Proteomics – Oral Clinical Applications	3	Siqueira
DEN 803.3	Advanced Oral Biology	3	Leask
DEN 804.3	Teaching and leadership abilities for academic environment	3	Siqueira
DEN 805.2	Critical thinking in translational Research for Oral Health Sciences	2	Jessani
DEN 806.2	Discussion of Social Issues and Science	2	Jessani
DEN 990.0	Seminar	0	Siqueira
DEN 996.0	Research	0	Siqueira

In addition, students could enroll at courses offered at USask graduate programs. For example, courses offered by biomedical engineering, nutrition, bioinformatics, or statistics or other relevant graduate level courses (STAT 850.3 Mathematical Statistics and Interference; STAT 812.3 Computational Statistics; STAT 834.3 Advanced Experimental Design; STAT 845.3 Statistical Methods for Research; BIOE 820.3; Tissue Engineering; BIOE 805.3 Magnetic Resonance imaging; BIOE 806.3 Biomaterials; BIOE 850.3 Synchrotron XRay imaging; CMPT 830.3 Bioinformatics and Computational Biology; CMPT 856.3 Readings in Bioinformatics; FDSC 888.3 Nutrigenomics: Nutrient-genome interactions influencing health and lifespan). *Letters of support from all the courses listed above are also provided in this application.*

Pass qualifying exam: The PhD qualifying exam will be an oral exam administered in the first year of the PhD program to evaluate scientific knowledge and critical thinking abilities. All students must pass the exam to continue in the PhD program with advisory committee having final decision.

Pass comprehensive exam: All students must pass the comprehensive exam within 18 months of their program start date, or at completion of coursework requirements. Exam format and content will be decided by each advisory committee to complement the student's PhD area of research and professional aspirations. Both written and oral requirements will be used during the comprehensive exam. Written requirements will consist of traditional examination questions on selected manuscripts based on the PhD student's research topic. Oral examination regarding the written components will be conducted by the comprehensive exam committee over a period of up to two hours.

Thesis proposal defense: Prior to beginning detailed work on their thesis, students must present their thesis proposal and the student's advisory committee must accept the proposal. The proposal will include initial results from the literature review, tentative structure for the research project and explanation of how the proposed project will contribute to the discipline.

Written thesis/dissertation: Acceptable PhD level projects will be original research that has potential to contribute significant new knowledge in the discipline. Students are expected to navigate animal/human ethics approvals (as necessary), and to choose appropriate methods for data collection and analysis that will allow them to effectively draw conclusions from their results. The written thesis/dissertation must be presented in clear, concise manner that will allow the committee to properly evaluate all aspects of the thesis. Note that any proposed studies related to systematic review, classical review, or meta-analysis will not be accepted at the PhD level.

Oral examination of the thesis: The student makes a 30-45 minute presentation summarizing their research question, results and conclusions from their thesis, followed by rigorous questioning from the Examining Committee. Questions will be mainly based on the thesis and presentation, but may extend to testing the student's grasp of extended topics relating to their thesis. The committee must determine whether the student has successfully defended the thesis.

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

Students will participate in a full spectrum of didactic and experiential learning opportunities to develop their **higher-order thinking skills**. As they move through the POSH requirements, from coursework, to thesis proposal defense, to the research phase, and finally to the final oral defense, they will need to rely on these higher level skills to be successful.

For example, during literature review, students will need to apply multiple skills of **analysis, synthesis and critical thinking**. They need to analyze existing information to determine relevance to a research topic, summarize and synthesize themes and key messages, and critically assess the importance of their findings to the topic at hand. As the student moves into their research phase, they will need to **apply and extend what they have learned** earlier in their program to answer their research question. In applying their base knowledge, they will need to skillfully sort through all information to determine the most relevant and appropriate way to approach their problem. As they undertake the research, they will encounter many opportunities for **problem solving** as experiments or data collection may not proceed as planned, or new opportunities may arise mid-project. They will also need to be adept at **critically evaluating their progress and findings** at various steps in the process to determine if the course of action will meet their intended goals and allow them to **draw conclusions** from the research.

Through all components of the program, students will be given opportunities to both develop and put these skills to the test in formal and informal discussions with peers and mentors. For those students who want dedicated instruction on improving their higher-order thinking skills, there is the opportunity to select courses on this topic as part of their programming. These skills are in high demand by all employers (whether academic, private, or government sector) and are thus an important focus of the program.

e. Explain the comprehensive breadth of the program.

The POSH program will provide students with the knowledge, attitudes, and skills necessary to become highly qualified individuals who are capable of designing and conducting research related to oral health and exploring the “body to mouth” connection. Thesis research projects in the program will be diverse, and may include **approaches from basic science to translational research to participatory action research**, with other approaches as appropriate. Research topics will have a **connection to oral health and will range across the spectrum of biomedical, precision health, public health, public policy, Indigenous and priority population health, and bioengineering**. The expected range of research topics will create for a robust learning environment in that students will be exposed to approaches and subject matter outside their specific focus and encouraged to find connections and shared interests in complementary research projects. They will be exposed to research and training using the use of state-of-the-art technology, critical thinking approach, ethical considerations and clinical applications in a real-world context.

f. Referring to the university Learning Charter, explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.

The program is guided by the use of state-of-the-art technology, critical thinking approach, ethical considerations and translational/clinical applications in a real-world context. All five of the USask core learning goals are addressed through the POSH PhD program.

Discovery Goals: The curriculum will be delivered using a combination of didactic lecture, self-directed on-line learning, group work, practical leadership and teaching experiences, with opportunities for exploring subject matter through critical and creative thinking. Students will be encouraged to challenge their understanding of concepts and develop a strong passion for self-motivated learning that extends beyond their academic program.

Knowledge Goals: Our graduates will have gained both specific topic and broad base knowledge through the POSH program, with a focus on a holistic approach exploring “the body to mouth” connection. A diverse group of thesis topics are expected in the program and this will facilitate learning opportunities for complementary topics/disciplines for students. It will support our goal of training the next generation of academics, scientists, policy makers, and practitioners who are capable of judiciously applying their knowledge to emerging priorities in future positions.

Integrity Goals: A focus on professionalism and integrity will be woven throughout the POSH program and adherence and modeling of moral and ethical principles will be expected from all those involved in the program. All coursework will include some aspect of intellectual integrity and ethical behaviour, with options for taking electives dedicated to this topic. To graduate, students must demonstrate that they understand and consistently practice professional and ethical integrity.

Skills Goals: Students will develop both their technical and soft skills through the POSH program. Technical skills and technological literacy of relevant to each trainee’s research and aspirations will be developed to ensure success in future endeavors. Students will be continually encouraged to hone their communication and other soft skills to ensure they can communicate effectively with varied audiences at varied venues – from brainstorming informally with other individuals in academia, to sharing research results with stakeholder/lay audiences, to presenting formally at conferences.

Citizenship Goals: Throughout the program, students will be encouraged to develop their leadership and people skills in a respectful and diversity-focused environment. These soft skills will be invaluable in future pursuits where they will need to contribute to high-functioning transdisciplinary teams. Throughout the program, students will identify opportunities for connecting their research and learning to society, to encourage translation and positive contributions for society. Diversity is highly valued by the course directors in their present mentorship models and diversity training will be a mandatory component.

g. Describe how students can enter this program from other programs (program transferability).

Students wishing to transfer from other programs would be considered if the minimum admission criteria are met.

h. Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.

Program success will be evaluated after two years using the university’s internal review process specific for new graduate programs. After seven years (as for any university graduate program) the program will be evaluated by looking at specific key performance indicators (KPIs). KPIs are identified in the table below with respective targets that would indicate program success. Selected KPIs and other metrics may be evaluated annually (ex. # student applications, student satisfaction) to monitor uptake for reaching target enrolment and ensuring student satisfaction.

Key Performance Indicator	Target
Program quality assurance	University internal review process
# student applications	≥ 30 applicants/year
Program completion rate	≥90% on time completion
Number of external scholarships	≥30% total enrolled students
Number of students awards	≥30% total enrolled students
Number of manuscripts published	≥3 per student at time completion
Student satisfaction with program	Student-led annual evaluation, with feedback accumulated by student spokesperson (de-identified) for presentation/discussion with Associate Dean Graduate and Internationalization.

Graduate employment	≥90% within 120 days
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- i. *If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.*

N/A

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?*

In terms of relationship to existing college programs - i.e. DMD, IDDP, DAP, BSc DENT, (and MSc-DPH application pending approval), the PhD program will be integrated into the teaching, learning and research environment alongside these existing programs. PhD students and supervisors will contribute to cross-program activities within the college, will provide mentorship to junior students, and will be role models for those considering pursuing PhD studies. PhD students will also have the opportunity to serve as a TA in specific didactic and pre-clinical courses (e.g., application of dental research, oral histology, dental materials, oral microbiology and operative dentistry) delivered by the DAP and DMD programs.

Graduates of the USask DMD program (along with other professional degree graduates from USask or other) will be eligible to apply to the POSH PhD program using the direct-entry stream, and USask DMD-BSc DENT students will be especially well-positioned to succeed given the additional focus on research in their enhanced program. Graduates from Dentistry Master's program(s) (one program pending approval + potential future program) interested in pursuing academic positions may also consider the POSH PhD program. The specializations chosen for the program will ensure that a variety of students can see benefit to pursuing a PhD in the POSH program.

The POSH program will be considered a terminal degree and thus does not specifically lead into other programs offered at USask. However, it is also relatively common that Ph.D. graduates enter dentistry after meeting all of the regular admission criteria for the DMD program, so there may be some uptake in the DMD program in this regard. In addition, future college plans may include establishing a combined PhD-IDDP program (students will finish the Ph.D. before entering year-3 of DMD program), and PhD-DMD programs (students complete the Ph.D. prior to initiating the DMD program).

There are opportunities for students from other complementary graduate programs to benefit from courses offered in the POSH PhD program, and they will be welcome to enrol, space permitting. We will invite them to participate in workshops and seminars organized by the POSH program to encourage a diverse, yet complementary perspectives.

- 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.*

Internal consultations took place as part of the College of Dentistry Strategic Planning process (Appendix 1). The Planning and Priorities Committee of Council has consulted the Provost, and the Institutional Planning and Assessment Office was consulted as part of College of Dentistry Strategic Planning. The consultation was also conducted verbally in private meetings with the Provost. Indeed, the Provost is very supportive of this initiative. For example, the Provost approved a new senior leadership position in the college, Associate Dean Graduate and Internationalization to lead the implementation of the proposed Ph.D. program.

The Planning and Priorities Committee of Council memo, dated March 28, 2019, made suggestions for revisions to this document, and these revisions have been incorporated. We have also revised the document according to the detailed comments received from the College of Graduate and Postdoctoral Studies.

Individual colleges and departments were consulted in the development of the program (College of Agriculture and Bioresources, Department of Biomedical Engineering, Department of Mathematics and Statistics) and each were supportive of the program (Appendix 1). With the focus of the program on the umbrella concept of precision oral and systemic health, it has a distinct focus that is unique to the program. Thus, there is little concern with the program impacting enrolment in other USask programs. In addition, the program will seek to recruit students who received their dental credential internationally (and who are not eligible for Canadian licensure); this is not a demographic typically associated with any existing graduate programs on campus.

- 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 requires when including courses from other colleges.*

From the list of potential courses available in Section 3c, there is interest from several departments in having POSH PhD students take courses on complementary topics in their units. In addition, there are two 898 courses (Computer Science and AgBio) that would be excellent additions to any student program as they deal with ethical concerns and professional skills. The consulted units felt that students would strongly benefit from taking courses available in their units and some mentioned that they encourage a variety of disciplines to help foster connections and collaborations. Appendix 1.

- d. *Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*

Please see the Appendix for the Library Requirements for New Programs and Major Revisions. There were no concerns identified on this form and thus students will have appropriate resources available to support their studies and research.

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

N/A

5. Budget

- a. *How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).*

Initially, the proposed phd program will start with 6 faculty members (5 DDS-PhD and 1 PhD). Dr. Siqueira will be course director for four proposed PhD courses (including 990.0 and 996.0), Dr. Jessani will be course director for two proposed courses, while Drs. Leask and Papagerakis will be course director for one proposed course each. However, percentage of time for each faculty member will be based on more than course directorship, given that some faculty members will advise/supervise higher numbers of POSH students than others. Drs. Siqueira will dedicate 20% his time, Drs. Papagerakis and Leask 15% of their time, Drs. Ahmed and Hoover and Jessani 10% of their time. Percentages will also vary depending on course timing, interest/eligibility of other faculty members in supervising students in the program, and changes in faculty cohort through attrition and expansion. All faculty members participating in PhD program teaching or student supervision will seek membership in CGPS prior to their participation in the POSH program.

- b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*

No courses or programs need to be eliminated.

- c. *How are the teaching assignments of each unit and instructor affected by this proposal?*

Drs. Siqueira and Leask are newly hire faculty members and this will be their primary teaching assignment. Dr. Papagerakis does not have any other teaching assignments within the College of Dentistry. The college will ensure Drs. Hoover and Ahmed and Jessani's teaching schedules will accommodate this assignment.

- d. *Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, class room availability, studio/practice rooms laboratory/clinical or other instructional space requirements).*

Classroom Space: Classroom space requirements for the program are minimal, as the PhD program will accept a maximum of 7 students per year. Since no large classrooms are needed, we anticipate no problems providing instructional space within existing College of Dentistry meeting room space, or within the new college A-Wing space (available Nov 2019).

Administrative Support: The College of Dentistry has nearly all of the necessary staff resources in place to operate this relatively small graduate program, with the exception of a 0.5 FTE Administrative Assistant who will support all aspects of the program.

Laboratory, clinic and Student Room space: All potential faculty supervisors have well-equipped laboratory, dental clinic and student rooms located in A-Wing and College of Dentistry-Dental Clinic.

- e. *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.*

N/A

- f. *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

- g. *What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?*

Candidates should be prepared to support themselves for the duration of POSH program, although funding from scholarships and teaching assistantships may be obtained on a competitive basis. Students will be encouraged to apply for both internal and external funding opportunities. In addition, international students may have external sponsorship opportunities in their home countries to offset costs associated with the program. The college will provide a maximum of \$22,000/year in funding for POSH PhD program. Typically, four scholarships valued at a \$5,500/year/student will be offered in each year, with variations approved by the scholarship committee. These scholarship will be competitive and will be awarded to the most accomplished PhD student every year. The Associate Dean, Graduate and Internalization will be responsible for organizing a scholarship committee.

- h. *What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).*

We propose tuition of \$ 4,260.00/year for Canadian students and \$6,730.80/year for international students. Our proposed tuition is comparable with the current tuition for similar PhD programs at english-speaking dental schools in Canada and matches the current tuition for graduate programs at USask.

- i. *What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)*

Revenue and expense figures have been estimated based on information and details available, including information from the TABBS SAT tool provided by the Integrated Planning and Assessment (IPA) office. We understand the limitations and assumptions that are inherent in the TABBS SAT tool and will adjust our estimates as more detailed information and tools become available. The following DRAFT spreadsheet projects the program budget for a 6-year period.

College of Dentistry Proposed PhD Program in Oral Health Research Intake of Seven (7) Students Per Year University of Saskatchewan October 2019						
	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	Year 6 2025-26
REVENUE						
Number of CDN students	2	4	6	8	8	8
Tuition rate (in revenue/year)	\$ 4,260	\$ 4,388	\$ 4,519	\$ 4,655	\$ 4,795	\$ 4,939
Total Tuition Revenue	\$ 8,520	\$ 17,551	\$ 27,117	\$ 37,340	\$ 38,357	\$ 39,508
Number of Int'l students	5	10	15	20	20	20
Tuition rate (in revenue/year)	\$ 6,731	\$ 6,933	\$ 7,141	\$ 7,355	\$ 7,576	\$ 7,803
Total Tuition Revenue	\$ 33,654	\$ 69,327	\$ 107,113	\$ 147,099	\$ 151,511	\$ 156,057
TABBS Incr Op Grant Revenue *	\$ 23,398	\$ 46,798	\$ 70,108	\$ 223,813	\$ 223,813	\$ 223,813
Actual Tuition Revenue per TABBS	\$ -	\$ 42,174	\$ 86,878	\$ 134,227	\$ 184,339	\$ 189,869
TOTAL YEARLY REVENUE	\$ 23,398	\$ 88,942	\$ 156,986	\$ 358,080	\$ 408,192	\$ 413,722
EXPENSE						
Indirect Costs (per TABBS) **	\$ 26,843	\$ 48,139	\$ 69,540	\$ 90,864	\$ 91,773	\$ 92,690
O/S FTE Admin Support ***	\$ 32,000	\$ 32,000	\$ 33,391	\$ 34,109	\$ 34,842	\$ 35,591
Teaching Assistant grants to PhD students ****	\$ -	\$ 19,089	\$ 19,547	\$ 20,017	\$ 20,497	\$ 20,989
Scholarships (22,000/yr)	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000	\$ 22,000
TOTAL YEARLY EXPENSES	\$ 80,843	\$ 121,976	\$ 144,478	\$ 166,989	\$ 169,112	\$ 171,270
NET SURPLUS (DEFICIT)	(\$57,443.00)	(\$33,034.00)	\$12,508.20	\$191,090.91	\$239,080.02	\$242,451.42

CONTRIBUTIONS IN-KIND FROM COLLEGE OF DENTISTRY

The College will contribute approximately 13% of the time of six of our faculty members who will be PhD program supervisors. These salaries and benefit costs are already paid for by the College, so will not be an incremental cost, but rather, an in-kind contribution to the program by the College. The approximate value of this in-kind contribution is \$99,000 in Year 1 of the PhD Program.

The only space used by the program will be classroom space. The cost for classroom space is already captured in Indirect Costs via TABBS.

TABBS Revenue and Cost data generated using July 2019 TABBS SAT

* - TABBS Unrestricted Operating Grant estimated to remain the same for 21-22 through 23-24 as per IPA estimate included in Sept/18 MYFP Information

** - TABBS Indirect Costs estimated to increase 2% in 22-23 and 1% per year thereafter as per IPA estimate included in Sept/18 MYFP Information

*** - Salary and benefit cost escalation estimated at 2.15% per year based on USask HR estimate

**** - Salary and benefit cost as per PSAC Collective Agreement, including cost escalation at 2.4% (21/22 and onward) as per USask HR estimate (Oct 2019)

- calculated on PSAC rate of \$20.04/hr x 7 hours/week/student x 18 weeks (term 1 of DMD program) x 7 students in the program. Rate subject to negotiations between USask and PSAC as existing contract expired Aug. 31/19. TA activities begin in Year 2 of PhD program, and involve only PhD Yr 2 students.

- PSAC benefits costs estimated at 8% of salary.

The following assumptions apply for the budget:

- i. Tuition is at the rates identified above.
 - ii. The students in the program will be all doctoral students.
 - iii. Doctoral students may choose credit units of instruction from non-DENT courses.
 - iv. The primary supervisor for all students will be DENT faculty.
 - v. The PhD is thesis-based.
 - vi. There will be no additional faculty specifically hired to support the program. A 0.5 FTE administrative support position to assist the proposed PhD program, is budgeted for in this application at 0.5 FTE.
 - vii. No additional space is required –all study/research/office space required for the students is feasible within existing space.
- j. *What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?*

The annual enrollment target is 7 students (2 domestic and 5 international students) with expectation that the program will reach the target enrolment of maximum 28 students after 4 years (8 domestic students and 20 international students). These enrolment values were generated based on faculty member plans for student training and College of Dentistry resources. In terms of reaching these targets, the College has recently recruited several new faculty members; two of the new hires have well-established research programs and each will typically supervise several PhD-level students each year. These new faculty recruits are in addition to the already existing faculty, of which one faculty member is a research-intensive appointment.

- k. *What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?*

Please see item 5.i above

- l. *At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?*

Simulations using TABBS SAT tool was carried out. When fully implemented (Year 4), a minimal number of 12 students is necessary to maintain the program independently sustainable.

- m. *Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).*

Please see item 5.i above

- n. *List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral.*

The proponents should also indicate any anticipated surpluses/deficits associated with the new program

Please see item 5.i above

Precision Oral and System Health

Doctor of Philosophy (Ph.D.) – Non-Direct Entry

Admission Requirements

Indigenous Applicants

One admission space is reserved for qualified, self-identified First Nations, Metis, or Inuit applicant.

Female Applicants

Three to four admission spaces will be reserved for qualified female applicants

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies Academic Policies.
- Master's degree, or equivalent, from a recognized university in a relevant academic discipline
- a cumulative weighted average of at least a 70% (U of S grade system equivalent) in the last two years of study (i.e. coursework required in Master's program)

Additional application documents include three letters of reference and a statement of academic intent.

Degree Requirements

Students must maintain continuous registration in the 996 course.

- GPS 960.0
- GPS 961.0, if research involves human subjects
- GPS 962.0, if research involves animal subjects

A minimum of 10 credit units including:

- DENT 803.3
- DENT 805.2
- One of DENT 801.3 or DENT 802.3
- One of DENT 804.3 or DENT 806.2
- DENT 990.0
- DENT 996.0
- Qualifying examination

- Comprehensive examination
- Oral thesis defense

Precision Oral and System Health

Doctor of Philosophy (Ph.D.) –Direct Entry

Admission Requirements

Indigenous Applicants

One admission space is reserved for qualified, self-identified First Nations, Metis, or Inuit applicant.

Female Applicants

Three to four admission spaces will be reserved for qualified female applicants

- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. For more information on language proficiency requirements, see the College of Graduate and Postdoctoral Studies Academic Policies.
- Professional degree in a relevant health sciences field (DMD, DDS, MD, RN, PT, or equivalent), from a recognized university
- a cumulative weighted average of at least a 80% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units of course work)
- Demonstrated ability for independent thought, advanced study, and independent research

Additional application documents include three letters of reference and a statement of academic intent.

Degree Requirements

Students must maintain continuous registration in the 996 course.

- GPS 960.0
- GPS 961.0, if research involves human subjects
- GPS 962.0, if research involves animal subjects
- At least 9 credit units of course work at the graduate level must be successfully completed in the first year of the program
- Within the first year of the program, successfully complete a Ph.D. Qualifying Examination that is at least as rigorous as the defence for a Master's thesis in the program area

A minimum of 19 credit units including:

- DENT 803.3
- DENT 805.2
- One of DENT 801.3 or DENT 802.3
- One of DENT 804.3 or DENT 806.2
- DENT 990.0
- DENT 996.0
- Qualifying examination
- Comprehensive examination

- Oral thesis defense

POSH course List:

DEN 801.3 - Organogenesis of Complex Systems: from Development to Diseases

This course is composed from 4 modules. First, the course will consist of two general lectures on signaling to provide background and one basic lecture on mathematical modeling of development (module 1). Then, there will be 6 lectures on stem cell and regeneration topics (module 2). Third, an organ module, with 9 lectures (module 3). Following this module will be a final module on preparation of an CIHR- or NSERC-style mini-grant (module 4).

Classes will be held three times a week (1 hour per lecture). On the first six weeks there will be an introduction to the correlated topics and on the remaining classes students will participate in presentations and group discussions on topics related to the course. On the second six weeks students will work including on their proposals.

DEN 802.3 - Proteomics- Oral Clinical Applications

The course will begin with an introductory lecture defining the goals of proteomics, and discussing two typical workflows and essential theories in acquiring proteomics data for scientific research. The following two lectures will be practical training, in which the student will acquire hands-on experience working with the analytical instrumentation most commonly used in proteomics. In the remaining lectures, each student in consultation with the course director will select recent publications related to the field of applied proteomics, present them to the group and lead a discussion with classmates

DEN 803.3 - Advanced Oral Biology

The course will work as a foundation course for oral biology science. This course will comprehensive discuss about the methodology, oral biology techniques and their day-to-day use in the lab and clinic environment. In consultation with the course director, each student will select 2 specific techniques and methodologies relevant to oral biology science. Each student will be assigned a session to present his/her selected topic, followed by questions and general discussion. The course may also include presentations by guest lecturers (e.g. Scientist from oral health companies on specific methodology).

DEN 804.3 - Teaching and leadership abilities for academic environment

Students will learn about leadership theories and signature pedagogies, including the use of case studies, inductive teaching methods, and problem-based learning. All teaching activities will be supervised by the course director and other instructors from the College of Dentistry.

DEN 805.2 - Critical thinking in translational Research for Oral Health Science

Students will learn and discuss all phases related to oral translational research, including the translational aspects of clinical science. Classes will be held once a week. On the first two weeks there will be an introduction to the correlated topics and on the remaining classes students will participate in presentations and group discussions on topics related to the course, including methodologies, research grant applications focusing on the process of translating basic scientific discoveries to pre-clinical, clinical applications and entrepreneurship.

DEN 806.2 - Discussion of Social Issues and Science

This course will discuss medical issues (e.g., vaccination, water fluoridation, diseases outbreak, etc.) related to the contemporary society and deliberate possible solutions on how to advance the communication of scientific discoveries to the lay population. In addition, students will learn ways to organize a point-of-view or position manuscript. All lectures will be delivered in an interactive discussion forum where students are strongly encouraged to participate and share their perspectives on the respective themes as much as possible.

College Statement

Please provide here or attach to the online portal, a statement from the College which contains the following:

1. Recommendation from the College regarding the program
2. Description of the College process used to arrive at that recommendation
3. Summary of issues that the College discussed and how they were resolved

Related Documentation

At the online portal, attach any related documentation which is relevant to this proposal to the online portal, such as:

1. Excerpts from the College Plan and Planning Parameters
2. SPR recommendations
3. Relevant sections of the College plan
4. Accreditation review recommendations
5. Letters of support
6. Memos of consultation

It is particularly important for Council committees to know if a curriculum changes are being made in response to College Plans and Planning Parameters, review recommendations or accreditation recommendations.

Consultation Forms At the online portal, attach the following forms, as required

Required for all submissions:

1. Consultation with the Registrar form
2. Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red

Required for all new courses:

1. New Course Proposal forms
2. Calendar-draft list of new and revised courses

Required if resources needed:

Appendix 1

A. Consultation and Support Letters: PhD in Precision Oral and Systemic Health¹

1. Dr. Dirk de Boer, Chair, Planning and Priorities Committee of Council
2. Dr. Darren Korber, Professor and Department Head - Food and Bioproduct Sciences
3. Dr. Raj Srinivasan, Department Head - Department of Mathematics and Statistics
4. Dr. Christopher Eskiw, Assistant Professor -Department of Food and Bioproduct Sciences
5. Dr. Anthony Kusalik, Director of the Bioinformatics and Computational Biology Research Laboratory
6. Dr. Daniel Chen, Professor and Graduate Chair - Department Biomedical Engineering

B. Library Requirements for New Programs and Major Revisions

C. College of Dentistry Plan 2025

¹Consultation and support letters may refer to a previous name for the PhD program - Human Health and Technology (HHT)

MEMORANDUM

TO: Doug Brothwell, dean, College of Dentistry

FROM: Dirk de Boer, chair, planning and priorities committee of Council

DATE: March 28, 2019

RE: **Planning and priorities committee response to College of Dentistry's recent Notices of Intent – the Doctor of Medicine in Dentistry (DMD), the Master of Science in Dental Public Health (MSc – DPH), and the PhD in Human Health and Technology Program (PhD – HHT)**

Thank you for attending the planning and priorities committee meetings on January 26 and February 25, 2019 to present the notices of intent for the proposed renewal of the Doctor of Medicine in Dentistry (DMD), and the MSc and PhD in dentistry.

The committee is impressed with the enthusiasm directed at the renewal of the existing programs and for building graduate and research-intensive programs in the college. The committee is also encouraged by the interdisciplinary and interprofessional approach to graduate and research programming.

With regard to DMD proposal presented on January 26, 2019, the committee would suggest removing references to the previous 3+1 proposal, which had been presented to PPC under the previous dean, as this information led to confusion in the conversation. The committee was concerned that the timeline for implementation was perhaps too aggressive and that the year-by-year approach to the renewal could lead to cascading effects if one year's changes do not go well, and could result in delays to the subsequent year's program renewal. That said, the committee compliments the college on the work it has undertaken to renew its curriculum, and on the collaborative approach to the development of the proposal, especially with regard to ensuring the engagement of students and faculty in the process.

With regard to the notices of intent for the MSc in Dental Public health, and the PhD in Human

Health and Technology presented on February 25, 2019, the committee was impressed with the work that went into the proposals, and for the collaborative and engaging process for their development. The committee would suggest reconsidering the name of the PhD from “Human Health and Technology” as it did not convey that it was a program in dentistry. The name of the program is very important for branding, reputation, and recruitment. The committee also expressed some criticism about the use of informal language in both of the proposals, e.g. wet finger dentistry, and suggested avoiding such language.

For all three proposals, the committee recommends including further information on the financial viability of the programs, the proposed tuition rates, and the identification of risks and risk mitigation strategies. More information on the supports that will be provided to students, in particular to international students (in a college that has historically catered mainly to domestic students), would also be helpful. The committee also suggested elaborating on the alignment of the proposals with the strategic plans of the college.

On behalf of the committee, again, I would like to commend you on the work taking place in the college on renewing and revitalizing the undergraduate academic program, developing graduate programming, and building a strong and vibrant research program. Please do not hesitate to contact me if you have any questions.

Kind regards,



Dirk de Boer

- c. Tony Vannelli, provost and vice-president academic
Roy Dobson, chair, academic programs committee of Council
Russell Isinger, registrar



Dr. Petros Papagerakis
Associate Dean, Research & Associate Professor
College of Dentistry

April 22, 2019

Dear Dr. Papagerakis

It is my understanding that as part of a planned PhD program in Dentistry, you have inquired as to whether several of our graduate courses offered in our unit could be taken, as elective courses, by your students.

The two courses in question are: FDSC 898.3 Professional Skill in Scientific Communication and FDSC 888, Nutrigenomics Nutrient-Genome Interactions, both instructed by Dr. Christopher Eskiw. I'm very much in support of this option being made available to your students. Dr. Eskiw is an enthusiastic and effective instructor and we believe these courses will enhance your student's academic experience and skill development by receiving training in these important study areas.

It should be noted that these courses may be subject to enrollment restrictions, and so availability would be a consideration as it tends to be for most graduate courses.

Best of luck with your new PhD program!

Sincerely,

Darren Korber
Professor and Department Head,
Food and Bioproduct Sciences

April 23, 2019

Dear Dr. Papagerakis,

It is my understanding that as part of a planned PhD program in Dentistry, you have included the following graduate courses from the Department of Mathematics and Statistics as elective courses for your program:

1. STAT 812: Computational Statistics,
2. STAT 834: Advanced Experimental Design,
3. STAT 845: Statistical Methods for Research,
4. STAT 850: Mathematical Statistics and Inference.

This is an excellent idea and the department is of the opinion that these courses will enhance your student's academic learning experience and skill developments in the area of Statistics.

It should be noted that these courses may be subject to enrollment restrictions, and so availability would be a consideration, as it tends to be for most graduate courses.

Best of luck with your new PhD program!

Sincerely,



Dr. Raj Srinivasan
Department Head
Department of Mathematics and Statistics



**UNIVERSITY OF
SASKATCHEWAN**

**College of Agriculture
and Bioresources**

Department of Food & Bioproduct Sciences

51 Campus Drive

Saskatoon SK S7N 5A8 Canada

Telephone: (306) 966-4980

Facsimile: (306) 966-8898

Dr. Petros Papagerakis
Associate Dean, Research & Associate Professor
College of Dentistry
April 20, 2019

Dear Dr. Papagerakis

I am happy to have FDSC 888: Nutrigenomics-Nutrient Genome Interactions and FDSC 898: Professional Skills in Scientific Communication included as course electives for future graduate students in Dentistry. This is an excellent opportunity for our students to build collaborative networks across campus as well as introduce them to new methods and ideas.

Sincerely,

Christopher Eskiw, Ph.D.
Assistant Professor
Department of Food and Bioproduct Sciences
College of Agriculture and Bioresources
University of Saskatchewan
Room 6E08, Agriculture Building
51 Campus Drive, Saskatoon SK
S7N 5A8
Phone: 306 966 2454
Fax: 306 966 8898

Dr. Anthony Kusalik

April 22, 2019

Dr. Petros Papagerakis
Associate Dean, Research & Associate Professor
College of Dentistry
University of Saskatchewan

Re: new Ph.D. program in Dentistry

Dear Dr. Papagerakis:

I understand that, as part of a planned PhD program in Dentistry, you have inquired as to whether several of our graduate courses could be taken as elective courses by the students in the new program.

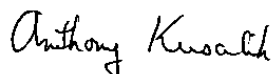
As the regular instructor of CMPT857, "Readings in Bioinformatics" I would like to state that students in this new program would be welcome in CMPT857. The course is designed to be accessible to any graduate student in the health, natural, or physical sciences. The success of the course in fact depends on having participants from a variety of disciplines -- the broader, the better. As such, having students in CMPT857 from this new Ph.D. program would benefit the course. Another class that would welcome students from a new Ph.D. program in Dentistry would be CMPT830, "Bioinformatics and Computational Biology". It is also designed to be accessible to students outside of Computer Science and is usually taught by Dr. Ian McQuillan.

I think that CMPT857 or CMPT830 would be useful courses to students in this new Ph.D. program as knowledge of bioinformatics is becoming very important in all aspects of health research. Further, we find that contacts among students made during the courses can help individual students with their thesis research. For example, a student from Math & Stats and a student from Dentistry, both taking CMPT857, can find that they can be of assistance to each other in conducting their respective research projects. Such connections might not otherwise develop given the "distance" between the two disciplines.

It should be noted that CMPT857 and CMPT830 may be subject to enrollment restrictions, so students in this new Ph.D. program in Dentistry would be well advised to register early in the term for either class.

I wish you success in your new Ph.D. program!

Sincerely,



Prof. Anthony Kusalik, Ph.D.

Date: April 26, 2019

Dear Dr. Papagerakis

It is my understanding that as part of a planned PhD program in Dentistry, you have inquired as to whether several of our graduate courses offered in our unit could be taken, as elective courses, by your students.

The courses in question are: BIOE 820 instructed by Dr. D Chen, et. al; BIOE 805 instructed by Dr. G. Sary; BIOE 806 instructed by Dr. A. Hedayat; and BIOE 850 instructed by Dr. D. Chapman. I'm very much in support of this option being made available to your students. We believe these course will enhance your student's academic experience and skill development by receiving training in these important study areas.

It should be noted that these courses may be subject to enrollment restrictions, and so availability would be a consideration as it tends to be for most graduate courses.

Best of luck with your new PhD program!

Sincerely,



Daniel Chen, Ph.D., P.Eng.
Professor and Graduate Chair



UNIVERSITY OF
SASKATCHEWAN

Library 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 the Liaison Librarian from the University Library, University of Saskatchewan. Contact the appropriate [Liaison 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

Full name of program: PhD – **Human Health and Technology Program – College of Dentistry**

Short form (degree abbreviation): **PhD - HHT**

Sponsoring Department/College: **College of Dentistry**

Degree Level: Undergraduate: Graduate: **Graduate**

2. Library Resources

2.1 Resources are/will be located mainly in the **Health Sciences Library**

2.2 Comment on the adequacy of the current level of Library acquisitions in support of this discipline.

The University of Saskatchewan Library currently supports a Doctor of Dental Medicine program and is well positioned to support a PhD program in Human Health and Technology. Besides an excellent foundation collection in dentistry, USask offers programs in public health, public policy and Indigenous studies. These programs are all supported by strong collections of library resources.

2.4 What access is required to resources held elsewhere? (Identify additional costs for access e.g. networking of databases, consortial access to databases, document delivery options).

There is no additional cost expected. The Library holds an interlibrary loan service in place, which can obtain book titles or journal articles not available from its collection.

2.5 Will any resource re-allocation within the broad discipline be necessary to support this new program?

No.

2.6 What are the human resource requirements to support this program?
(Does the Library have the subject expertise amongst its staff? Are more staff required to develop collections, provide user education, develop and promote web access to resources, etc.)

Additional human resources are not required to support this proposed program. The Library has a librarian responsible for the College of Dentistry, who is also responsible for the School of Public Health.

3. Additional Library Resources Required

3.1 What new subject areas of acquisition are needed to meet program requirements?

None, although current resources such as the databases "Arctic & Antarctic Regions" and the "Indigenous Studies" portal should be highlighted on the Dentistry Research Guide to encourage and facilitate access.

3.2 What new electronic resources/databases are required?

None.

3.3 Are there new/additional library technology requirements necessary to support this program?

No

3.4 Are there distance education service needs and costs?

No. Distance and Distributed Learning Services are available to students who are studying by distance, or on clinical placements.

3.5 Provide an estimated budget required for library resources to support this program annually.

Additional funds are not required to support this program.

4. Statement of Assessment of Library requirements

(Indicate Library capacity to support new program)

The University Library has a strong collection for dentistry, and decent collections for public health, public policy, and Indigenous studies, including Indigenous health. New monographs can be purchased with the current Dentistry monograph fund.

Date: April 23, 2019

Liaison Librarian's Signature:



Library Dean's Signature:



Faculty member (for the sponsoring college/dept): Dr. Douglas Brothwell, Professor and Dean

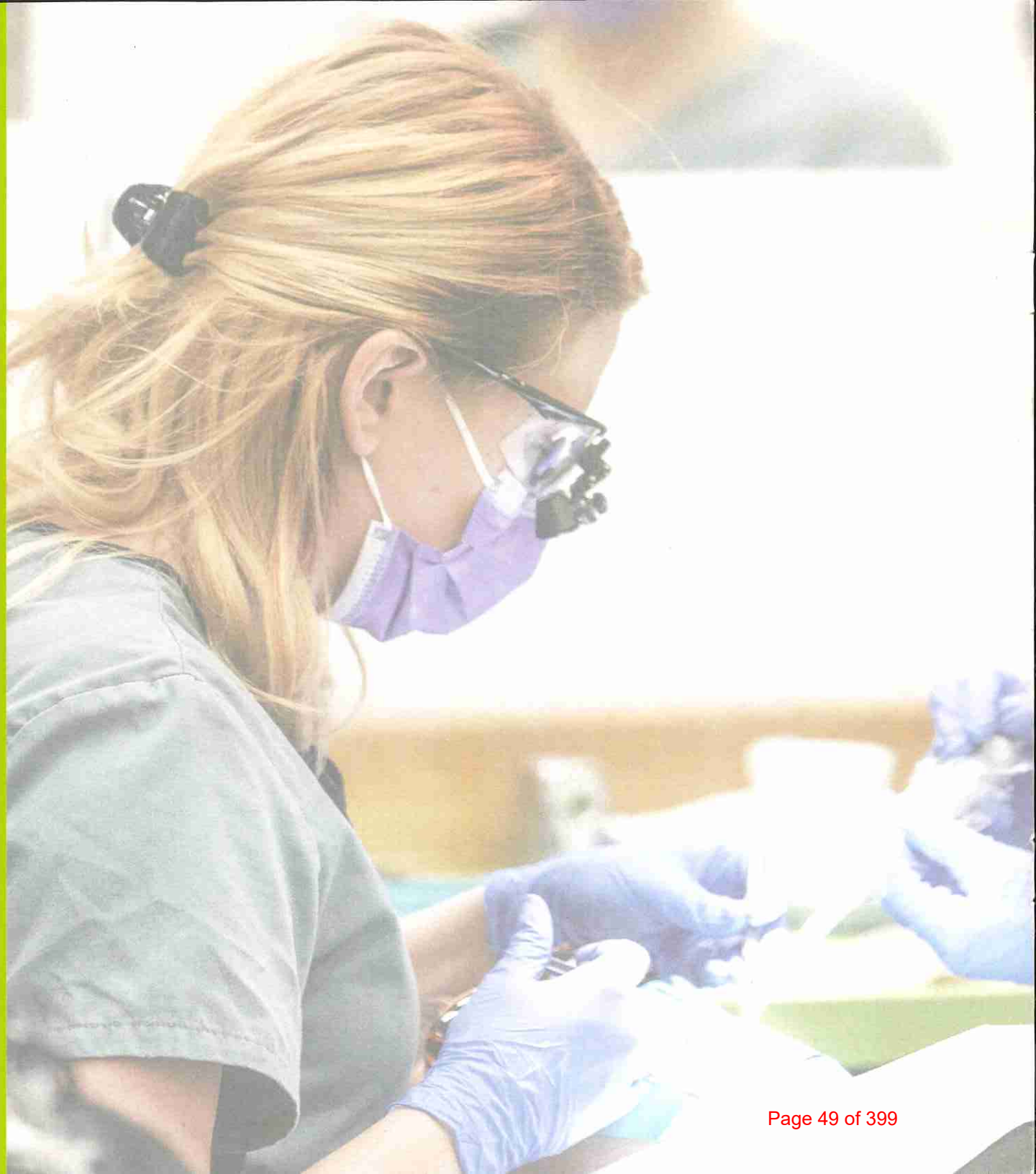


Building on Strength – Improving Tomorrow



Our Mission

To train oral health professionals to provide high quality oral health care to the people of Saskatchewan, and to advance clinical and scientific knowledge through research.





Our Vision

To serve as a leader in dental education,
research, community outreach, engagement
and professional support.



The College acknowledges that we are situated on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another.



Message from the Dean



College of Dentistry Plan 2025 **Building on Strengths — Improving Tomorrow**

Inequalities in oral health status and inequities in dental healthcare access are among Canada's most challenging dental problems. While the majority of people in the country take oral health for granted, far too many Canadians are unable to eat, speak, smile, or socialize without difficulty, pain, or embarrassment.

The University of Saskatchewan (USask) College of Dentistry is proud to unveil a seven-year plan designed to help guide our efforts and sharpen our focus as we address oral health concerns that go far beyond the aesthetic of solid teeth and a bright smile.

The college's reputation for training some of the top clinician dentists in Canada is not taken lightly. Since the very first Doctor of Dental Medicine classes at USask started in 1968, the college has been committed to offering the small class sizes and appropriate patient pools required to produce some of the most experienced dental graduates in North America.

However, this strength has also been our greatest weakness; this exclusive focus on a traditional model of dental education has led to limited development in essential areas

of research and service. As such, it is time for the College of Dentistry to expand its leadership role with a forward-facing vision.

Strategic Plan 2025, Building on Strengths — Improving Tomorrow, intentionally maintains our historic areas of strength and allows us to build upon them. Throughout the next seven years, the college will work toward establishing a national and international reputation for excellence in a targeted, single area of focus—inclusive community care.

Through inclusive community care, the USask College of Dentistry will champion respectful, patient-focused oral health among diverse individuals and groups where age, culture, geography, or socio-economic factors may influence access to care.

On behalf of our dedicated faculty and staff, I am proud to provide this summary of our strategic priorities and plans for the next seven years—our roadmap to a better tomorrow for both the dental school and the priority populations who must be included in the process of addressing Canada's most challenging dental problems.

Dr. Doug Brothwell
Dean, College of Dentistry
University of Saskatchewan

"Through inclusive community care, the USask College of Dentistry will champion respectful, patient-focused oral health among diverse individuals and groups where age, culture, geography, or socio-economic factors may influence access to care."

Strategic Priorities

Priority 1

**Become Canada's leader in
Inclusive Community Care**

Priority 2

Expand educational programming

Priority 3

Expand research capacity and output

Priority 4

College revitalization and enhancement

Priority 5

**Uplift the needs, preferences and
aspirations of Indigenous people**





Strategic Priority #1

Become Canada's leader in Inclusive Community Care

Woven into the fabric of the College of Dentistry is our commitment to community engagement. We will improve the quality of life of those populations most affected by the social determinants of health.

As a professional college that serves a range of communities locally and provincially, it is essential that we engage priority populations in defining their oral health care goals and expectations in order to better provide personalised care. Approaching oral health care through community engagement will confront historic injustices and inequities regarding their oral health care status and access to services. Together, we will work to discover solutions.

Components:

1.1 Establish a network of clinics serving priority populations

Key Milestones:

- Open a dental clinic at the newly-established Prince Albert campus that will be fully operational by 2020-2021
- Launch five Indigenous dental clinics in defined priority communities locally and provincially by 2020-2021
- Establish an additional five Indigenous dental clinics in surrounding areas by 2023-2024

1.2 Expand General Practice Residency / Fellowship Program (GPR) numbers

Key Milestones:

- Accept three GPR residents in the accredited program by 2021-2022
- Double our admission numbers in the next two years, adding another three residents by 2023-2024
- Increase the program to ten residents by 2025-2026

1.3 Redefine dental care from an Indigenous perspective

Key Milestones:

- Establish ongoing community partnerships with First Nation and Métis leadership to discover oral health care solutions based on Indigenous ways of knowing
- Use a community-engaged research approach to learn about how we can best provide services that are respectful

1.4 Establish Standards of Care and Best Practices for priority populations

Key Milestones:

- Establish a combination of community-engaged research methods and precision health-care research methods
- Produce five peer-reviewed Standards of Care and Best Practices publications annually starting in 2021-2022





While access to needed medical care is a 'right' in Canada, access to needed dental care remains a 'privilege.' Many Canadians have little or no access to needed dental care.

Strategic Priority #2

Expand educational programming for undergraduate and graduate students

We remain proud of our long history of training skilled clinicians who serve communities in Saskatchewan and beyond. To move boldly forward we will diversify our educational offerings and increase our total student numbers.

Components:

2.1 Increase the number of undergraduate Doctor of Dental Medicine (DMD) students

Key Milestone:

- Expand program capacity by increasing the number of undergraduate students from 28 to 34 by 2018-2019

2.2 Establish a Bachelor of Science in Dentistry (BSc DENT) program

Key Milestone:

- Launch the program by intaking the first five BSc DENT students by 2019-2020

2.3 Implement a Certificate in Dental Assisting Program

Key Milestones:

- Initiate the program by intaking the first 30 students by 2018-2019
- Establish an Accredited USask Certificate program by 2019-2020

2.4 Implement an International Dentist Degree program (IDDP)

Key Milestone:

- Introduce the program by admitting three IDDP students by 2019-2020

2.5 Establish two Masters of Science Dental Speciality graduate programs

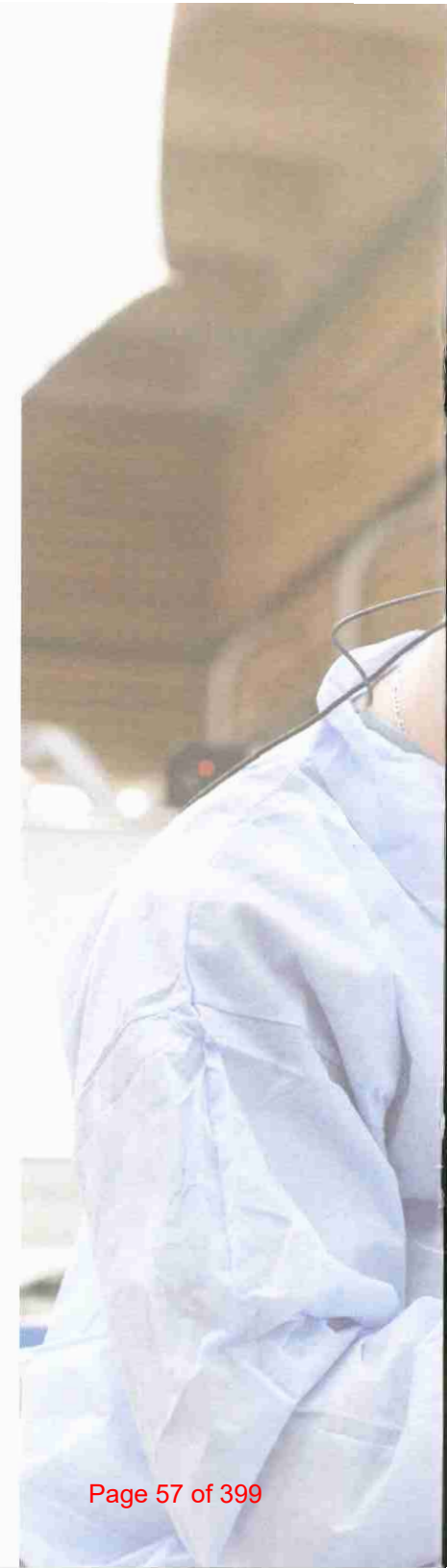
Key Milestones:

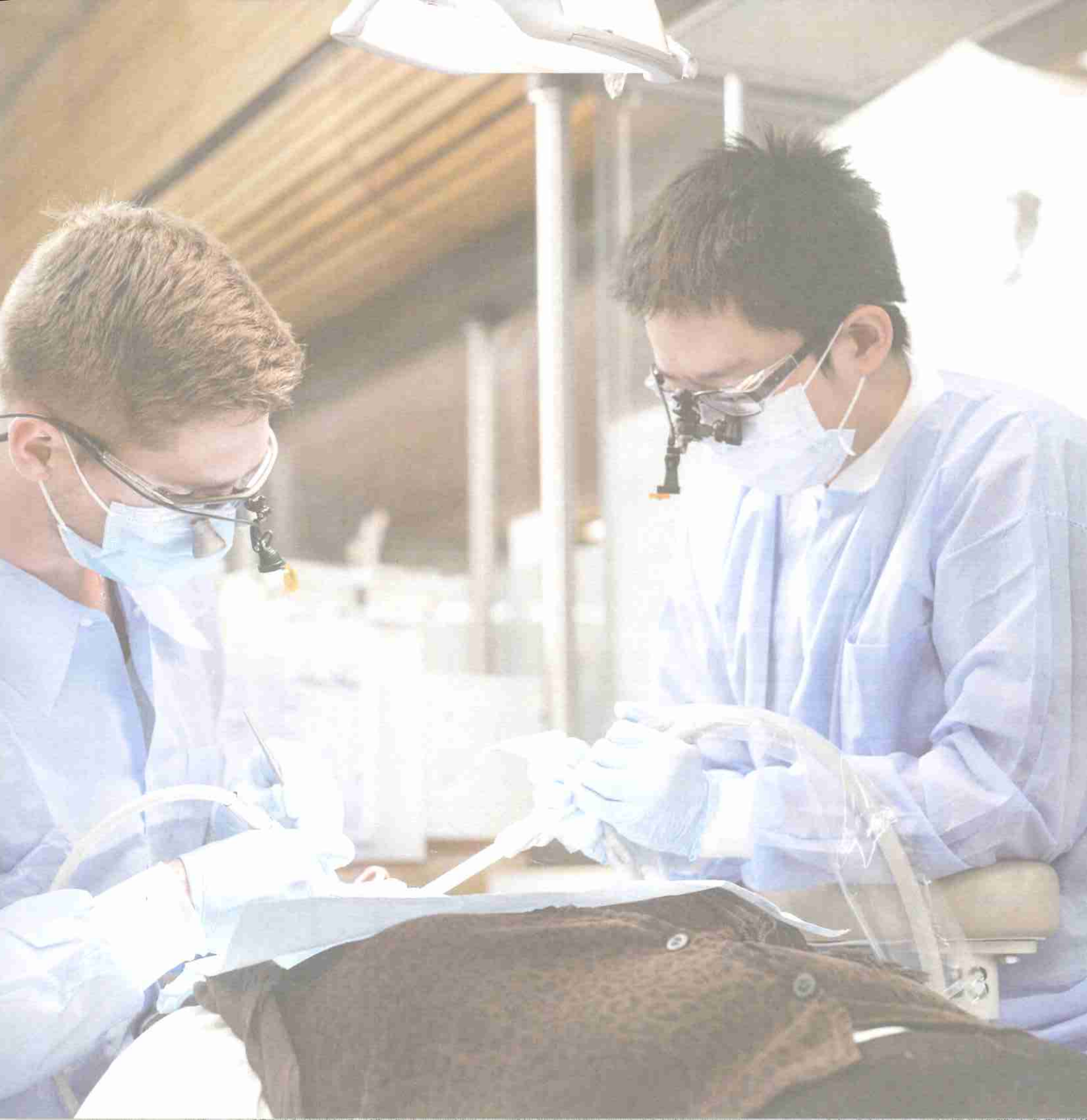
- Launch an MSc Dental Public Health program, admitting three students annually by 2021-2022
- Launch an MSc Pediatric Dentistry program, admitting three students annually by 2022-2023

2.6 Establish a PhD graduate program in Human Health and Technology

Key Milestone:

- Admit the first cohort of PhD students into the newly established program in 2019-2020





The burden of suffering from dental disease is not evenly distributed in Canada. It is now being born by a small proportion of the population – perhaps 25%.

Strategic Priority #3

Expand research capacity and output

Historically operated as a professional training college, the College of Dentistry continues to bolster and expand research capacity in order to better serve the dental profession and communities in Saskatchewan and around the world. Providing our students, researchers, and faculty members with the tools to conduct research in the college involves increased funding opportunities, expanded educational programming, as well as clear guidelines for research expectations.

Through our expansion, we will build a national and international reputation as a clinical training and research-intensive college, increasing our number of research-active faculty and graduate students, and growing our research capacity, productivity, and output.

Components:

3.1 Expand faculty research capacity and productivity by recruiting top researchers, increasing the number of PhD-trained faculty

Key Milestones:

- Hire a research facilitator to support college research endeavours and co-ordinate college research output by 2018-2019
- Increase research capacity by increasing our existing faculty complement by four PhD faculty members by 2018-2019
- Define research goals in faculty assignment of duties

3.2 Establish new undergraduate and graduate programs

Key Milestones:

- Develop a PhD program and combined PhD/DMD starting in 2019-2020
- Introduce two MSc Dental Speciality programs, admitting six students annually by 2023-2024
- Launch a BSc DENT program, intaking its first five students by 2019-2020

3.3 Increase college support for research

Key Milestones:

- Increase start-up research funds for existing and future research proposals
- Establish annual funding of \$50,000 for BSc DENT students to use towards undergraduate research initiatives
- Introduce an Interprofessional Research Cluster in Oral Health and Precision Medicine, receiving approval for the new research centre by 2020-2021
- Increase research grant funding to provide our faculty with the capacity to expand or initiate current and future research projects
- Increase the quality and quantity of peer-reviewed publications produced by our faculty members





One of the hallmarks
of the dental
profession is our solid
research base. We will
expand that base in a
meaningful way

Strategic Priority #4

College revitalization and enhancement

Established in 1965, the College of Dentistry was the first institution in the province to offer a fully accredited dental program, providing direct patient care through the Student Dental Clinic and accommodating over 10,000 visits annually.

In order to continue training Canada's top clinical dentists with the necessary skills to service communities now and in the future, it is fundamental that we modernize the infrastructure, equipment, and programming in our college to meet the educational standards of the profession and our students. This investment demonstrates our commitment to maintaining best practices in the post-secondary sector and dental school education.

Components:

4.1 Renovate and reequip the college, relocating the preclinical simulation labs to within the Dental Clinic Building

Key Milestone:

- Complete the renovation and reequipping of the Dental Clinic Building for 2023-2024

4.2 Change the delivery of clinical dental education to a Comprehensive Care model

Key Milestones:

- Launch and utilize the Comprehensive Care model for year-four students by 2019-2020
- Expand use of the Comprehensive Care model to year-three students by 2021-2022

4.3 Enhance student experience and wellness within the educational program

Key Milestones:

- On an annual basis, facilitate two student wellness sessions

4.4 Increase the use of evidence-based teaching and educational technology

Key Milestone:

- On an annual basis, facilitate three faculty-development sessions regarding the use of teaching technology

4.5 Provide faculty-development in best educational practices

Key Milestone:

- On an annual basis, facilitate five faculty-development sessions about best educational practices

4.6 Provide faculty-development in research methods and opportunities

Key Milestone:

- On an annual basis, facilitate five faculty-development sessions regarding research methods





November 2018
Accreditation
Requirement:

That the aging dental
clinic, preclinical lab
and simulation lab be
renovated

Strategic Priority #5

Uplift the needs, preferences, and aspirations of Indigenous people

The University of Saskatchewan and the University Plan 2025 mark a path forward in committing ourselves to lead in a good way, dedicating support and resources to uplifting Indigenous populations locally and provincially. The College of Dentistry will lead reconciliation in the dental profession and be an institution of first choice for Indigenous students, staff, and faculty.

By virtue of our clinical training program, the college provides direct clinical care to Indigenous patients in our communities. By incorporating traditional ways of knowing into our educational programming, and partnering respectfully with Indigenous communities and organizations, we will better meet the oral health care needs and preferences of Indigenous people.

Components:

5.1 Increase Indigenous representation in the College

Key Milestones:

- Increase Indigenous Equity Access DMD student admission to 6/34 by 2018-2019
- Establish Indigenous Equity Access CDA student admission of 5/30 by 2019-2020
- Diversify college faculty by recruiting one Indigenous faculty member by 2017-2018, and two by 2019-2020
- Diversify and expand the college's support team by adding five Indigenous staff members by 2021-2022

5.2 Incorporate Indigenous content into undergraduate and graduate curriculum

Key Milestones:

- Introduce one core course in Indigenous Canadian history and Indigenous health beliefs
- Incorporate Indigenous content, perspectives, and traditional ways of knowing within all dentistry courses

5.3 Provide distance educational options for partner Indigenous communities

Key Milestone:

- Provide in-community Dental Assistant training in northern First Nations by 2020-2021

5.4 Establish community-engaged research with Indigenous communities and organizations

Key Milestone:

- Set the expectation that all Indigenous research occurs within the community-engaged research framework in order to effectively learn about how we can best offer services that are respectful





"Reconciliation," said Senator Murray Sinclair, Chair of the Truth and Reconciliation Commission, "is about forging and maintaining respectful relationships. There are no shortcuts."

Framework

UNIVERSITY PLAN

THE UNIVERSITY THE WORLD NEEDS

Nīkānītān manācihitowinihk
Ni manachihitoonaan

2025 ASPIRATIONS

Transformative Decolonization Leading to Reconciliation. Indigenous students, faculty, staff, and communities are holistically strengthening the spirit and methodologies we inhabit.

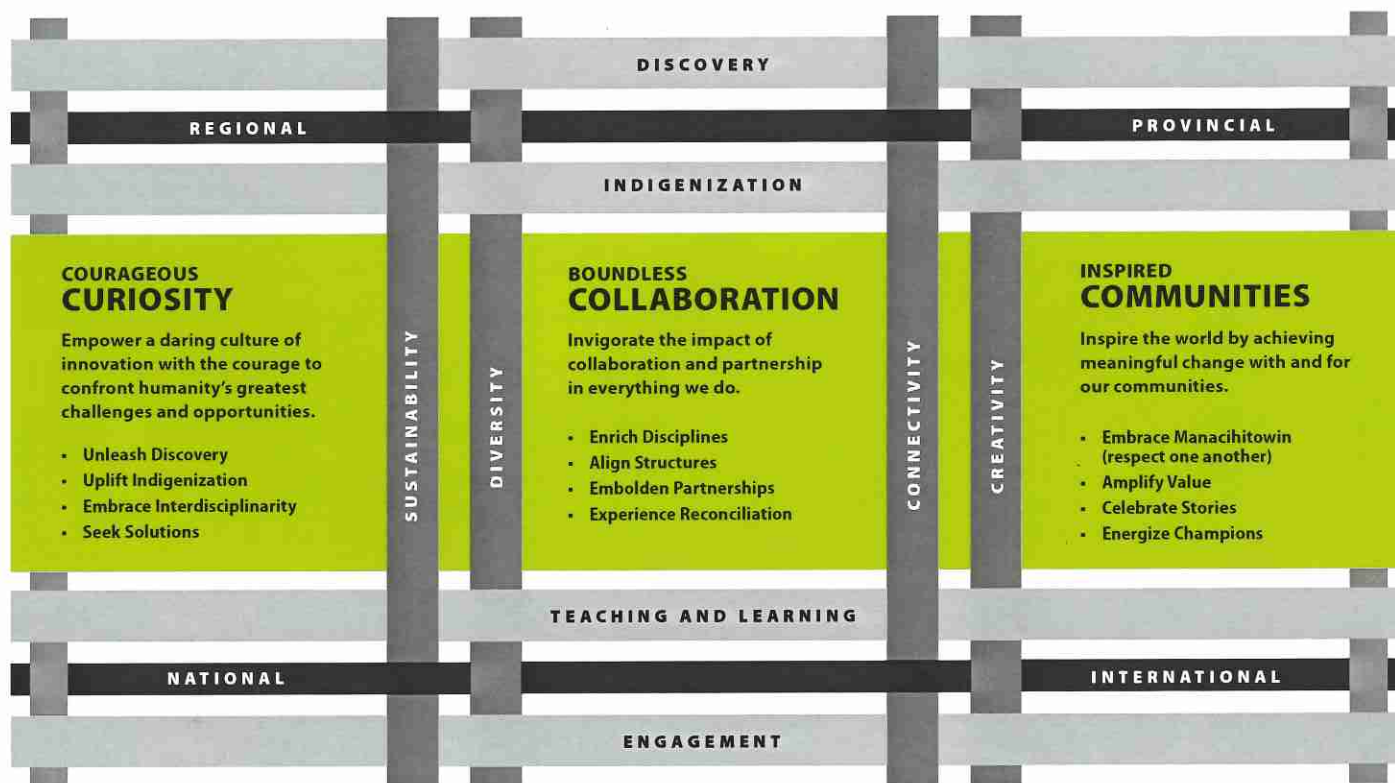
Productive Collaboration. Community, private-sector, and international partnerships animate every facet of our research enterprise.

Meaningful Impact. Our knowledge, discoveries, and innovations are helping communities achieve their social, cultural, and economic goals.

Distinguished Learners. Our graduates are among the most inventive, collaborative, and sought-after in Canada and around the world.

Global Recognition. Our research, graduates, academic programming, and reputation are recognized as world-class.

The College of Dentistry Plan 2025 is built upon the visionary framework of the University Plan 2025. We are proud of our role within the University that the world needs.



To read the full university plan visit plan.usask.ca



UNIVERSITY OF
SASKATCHEWAN





UNIVERSITY OF SASKATCHEWAN

College of Dentistry

DENTISTRY.USASK.CA

105 Wiggins Rd,
Saskatoon, SK S7N 5E4
Phone: (306) 966-5667

COURSE SYLLABUS

COURSE TITLE:	Organogenesis of Complex Systems: from Development to Diseases		
COURSE CODE:	DEN 801.3	TERM:	2
COURSE CREDITS:	3	DELIVERY:	Winter 2021
CLASS SECTION: CLASS LOCATION: CLASS TIME: WEBSITE:	N/A College of Dentistry 10.30-12.00 Tuesdays and Thursdays	START DATE: LAB LOCATION: LAB TIME:	January 4, 2021 N/A

Course Overview

This course is composed from 3 modules. Classes will be held twice a week (1 hour per lecture). First, the course will consist of two general lectures on signaling to provide background and one basic lecture on mathematical modeling and development on stem cell and regeneration topics (module 1, Weeks 1-4). Then, there will be 8 lectures (module 2, weeks 5 - 8) on organogenesis. A final module on preparation of an CIHR-, NSERC or NIH-style mini-proposal (module 3, weeks 9-12).

Learning Outcomes

By the end of this course, students will be able to learn: 1-the basic principles of systems biology approaches applied to organ development, disease and treatment; 2- How to write a scientific proposal for tri-agency funding.

Class Schedule

Week 1-4 Module 1	STEM CELLS LECTURES & TOPICS	Readings	Evaluation Due Date
1	Course Introduction and Lecture "Introduction to Cell: Cell Signaling, Hedgehog and Wnt signaling".	Biochemistry of Signal Transduction and Regulation. Wiley-VCH; 5 th Edition, 2014. <i>Chapters 1-3</i>	TBD
1	"Notch, FGF and Bmp Signaling"	Biochemistry of Signal Transduction and Regulation. Wiley-VCH; 5 th Edition, 2014. <i>Chapters 4-5</i>	TBD
2	"Modeling Organogenesis"	Biochemistry of Signal Transduction and Regulation. Wiley-VCH; 5 th Edition, 2014. <i>Chapter 6</i>	TBD
2	"Introduction to Stem Cell Biology"	Biomaterials and Regenerative Medicine,	TBD

Organogenesis of Complex Systems: from Development to Diseases

		Edited by Peter X. Ma, Cambridge Eds. 2015. <i>Part I – Introduction</i>	
3	“Human Embryonic and Adult Stem Cells”	Biomaterials and Regenerative Medicine, Edited by Peter X. Ma, Cambridge Eds. 2015. <i>Chapter 2</i>	TBD
3	“Stem Cell Properties as Determined Through the Study of Hematopoietic and Mesenchymal Stem Cells”	Biomaterials and Regenerative Medicine, Edited by Peter X. Ma, Cambridge Eds. 2015. <i>Chapters 3, 6</i>	TBD
4	“Epithelial Stem Cells”	Biomaterials and Regenerative Medicine, Edited by Peter X. Ma, Cambridge Eds. 2015. <i>Chapter 4</i>	TBD
4	“Cancer Stem Cells”	Biomaterials and Regenerative Medicine, Edited by Peter X. Ma, Cambridge Eds. 2015. <i>Chapter 4</i>	TBD

Week 5-8 Module 2	Organogenesis – LECTURES & TOPICS	Readings	Evaluation Due Date
5	“Tooth Embryonic Development”	Ten Cate’s Oral Histology Elsevier Editions. 9 th Edition, 2017. Edited by A. Nanci. <i>Chapter 1</i>	TBD
5	“Amelogenesis”	Ten Cate’s Oral Histology Elsevier Editions. 9 th Edition, 2017. Edited by A. Nanci. <i>Chapter 2</i>	TBD
6	“Odontogenesis”	Ten Cate’s Oral Histology Elsevier Editions. 9 th Edition, 2017. Edited by A. Nanci. <i>Chapter 3</i>	TBD
6	Periodontal Tissues	Ten Cate’s Oral Histology Elsevier Editions. 9 th Edition, 2017. Edited by A. Nanci. <i>Chapter 4</i>	TBD
7	Genetic Dental Diseases	Ten Cate’s Oral Histology Elsevier Editions. 9 th Edition, 2017. Edited by A. Nanci. <i>Chapter 5</i>	TBD
7	Dental Tissues Regeneration	Ten Cate’s Oral Histology Elsevier Editions. 9 th Edition, 2017. Edited by A. Nanci. <i>Chapter 6</i>	TBD
8	Evolution of Dental Tissues	Ten Cate’s Oral Histology	TBD

Organogenesis of Complex Systems: from Development to Diseases

		Elsevier Editions. 9 th Edition, 2017. Edited by A. Nanci. <i>Chapter 7</i>	
8	Q & A (review lecture - Module 1 & 2)	N/A	TBD
Week 9-12 Module 3	Organogenesis – LECTURES & TOPICS	Readings	Evaluation Due Date
9	Mini-proposals: Explain the Concept, Discussion & Questions/Answer Session	The grant application writer's workbook; National Institute of Health, 2019.	TBD
9	No class – Work on Mini-proposals Oral Presentations		TBD
10	Mini-proposal concept (student-led oral presentation)		TBD
10	Mini-proposal concept (student-led oral presentation)		TBD
11	Mini-proposal concept (student-led oral presentation)		TBD
11	Mini-proposal concept (student-led oral presentation)		TBD
12	No class – Work on Mini-proposals Writing (5-maximum pages, including background, specific aims, rationale and research approach and potential pitfalls).		TBD

Instructor Information

Dr. Petros Papagerakis DDS PhD (Course Director)

Email: petros.papagerakis@usask.ca

Phone: 306-966-5116

Office: 4D01.10

Office hours: 12:00 PM to 2:00 PM (every Friday during the course period)

Other instructors

Other faculty members with additional expertise as needed.

Evaluation Components and Scoring

The course director will grade students as follows:

30% Oral presentations of mini-proposals (student-led oral presentation)

- By the end of the second module (week 8), students must submit their topic of presentation to the course director via email.
- First day of Module 3, a draw will be made to decide the order of the presentations.
- Evaluation criteria:
 - Content, organization
 - Delivery and effectiveness
 - Responses to questions

Organogenesis of Complex Systems: from Development to Diseases

40% Written mini-proposal (5-maximum pages, including background, specific aims, rationale and research approach and potential pitfalls).

30% Participation

- Each student will be expected to bring a positive learning attitude, ability to formulate questions and to effectively and professionally respond to others' comments and questions and giving feedback to fellow students on their presentations

Participation is 30 % of final grade and will be evaluated using the following rubric.

Grade	Criteria
Fail (< 60)	<ul style="list-style-type: none">• Absent• Does not demonstrate involvement in discussions
Poor (60-69)	<ul style="list-style-type: none">▪ Present, not disruptive▪ Tries to respond when called upon but does not offer much▪ Demonstrates very infrequent (maybe once/class) involvement in discussions
Satisfactory to good (70-79)	<ul style="list-style-type: none">▪ Demonstrates adequate preparation; knows basics but does not show evidence of trying to interpret or analyze them▪ Offers straightforward information (e.g. straight from an article or textbook) without elaboration or very infrequently▪ Does not offer to contribute to discussions, but contributes to a moderate degree when called upon▪ Demonstrates sporadic involvement
Very good (80-89)	<ul style="list-style-type: none">▪ Demonstrates good preparation; knows facts or articles well; has thought through their implications▪ Offers interpretations and analyses of materials (more than just facts) to class▪ Contributes well to discussions in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion
Exceptional (90-100)	<ul style="list-style-type: none">▪ Demonstrates excellent preparation; has analyzed materials such as articles exceptionally well and can relate them to other materials▪ Offers analysis, synthesis, and evaluation of materials; e.g. can critically analyze a class discussion to state the main points▪ Contributes in a very significant way to ongoing discussion: keeps analyses focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and can lead a discussion▪ Demonstrates ongoing active involvement

University of Saskatchewan Grading System (for graduate courses)

Organogenesis of Complex Systems: from Development to Diseases

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate and Postdoctoral Studies:

90-100 Exceptional

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Late Assignments

n/a

Criteria That Must Be Met to Pass

- Students must obtain a grade of 70% to pass.

Attendance Expectations

Students should attend all class lectures and presentations.

Integrity Defined (from the Office of the University Secretary)

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COURSE SYLLABUS

COURSE TITLE:	Proteomics- Oral Clinical Applications		
COURSE CODE:	DEN 802.3	TERM:	1
COURSE CREDITS:	3	DELIVERY:	
CLASS SECTION:	N/A	START DATE:	September 10, 2020
CLASS LOCATION:	College of Dentistry	LAB LOCATION:	2D01
CLASS TIME:	Thursday; 9:30 – 12:30 PM	LAB TIME:	
WEBSITE:			

Course Overview

The course will begin with an introductory lecture defining the goals of proteomics, and discussing two typical workflows and essential theories in acquiring proteomics data for scientific research. The following two lectures will be practical training, in which the student will acquire hands-on experience working with the analytical instrumentation most commonly used in proteomics. In the remaining seminars, each student in consultation with the course director will select recent publications related to the field of applied proteomics, present them to the group and lead a discussion with classmates.

Learning Outcomes

By the end of this course, students will be able to describe and summarize the key activities involved in proteomics studies applied to biochemical and life sciences research. They will be capable to recognize common experimental setup used for proteomics research, and have conducted experiments that generate mass spectrometric proteomics data. Finally, students will be able to review, explain and critique the latest applications of proteomics in life sciences and health related research.

Class Schedule

Week	Module	Readings	Evaluation Due Date
1	Lecture - Goals and Workflows of Proteomics	1. Mass Spectrometry-based proteomics. Ruedi Aebersold and Matthias Mann; Nature 422, 198-	TBD

		<p>207 (13 March 2003). DOI:10.1038/nature01511</p> <p>2. Proteomics by Mass Spectrometry: Approaches, Advances, and Applications. John R. Yates, Cristian I. Ruse, and Aleksey Nakorchevsky; Annual Review of Biomedical Engineering, Vol. 11: 49-79. DOI: 10.1146/annurev-bioeng-061008-124934</p> <p>3. Mass spectrometry in proteomics. Ruedi Aebersold and David R. Goodlett; Chemical reviews 101.2 (2001): 269-296. DOI:10.1021/cr990076h</p>	
2	Lab – analytical instrumentation – Classical Proteomics instrumentation.	<p>1. Mass Spectrometry-based proteomics. Ruedi Aebersold and Matthias Mann; Nature 422, 198-207 (13 March 2003). DOI:10.1038/nature01511</p> <p>2. Proteomics by Mass Spectrometry: Approaches, Advances, and Applications. John R. Yates, Cristian I. Ruse, and Aleksey Nakorchevsky; Annual Review of Biomedical Engineering, Vol. 11: 49-79. DOI: 10.1146/annurev-bioeng-061008-124934</p> <p>3. Mass spectrometry in proteomics. Ruedi Aebersold and David R. Goodlett; Chemical reviews 101.2 (2001): 269-296. DOI:10.1021/cr990076h</p>	TBD

3	Lab – analytical instrumentation – Mass spectrometry instrumentation.	<ol style="list-style-type: none"> 1. Mass Spectrometry-based proteomics. Ruedi Aebersold and Matthias Mann; Nature 422, 198-207 (13 March 2003). DOI:10.1038/nature01511 2. Proteomics by Mass Spectrometry: Approaches, Advances, and Applications. John R. Yates, Cristian I. Ruse, and Aleksey Nakorchevsky; Annual Review of Biomedical Engineering, Vol. 11: 49-79. DOI: 10.1146/annurev-bioeng-061008-124934 3. Mass spectrometry in proteomics. Ruedi Aebersold and David R. Goodlett; Chemical reviews 101.2 (2001): 269-296. DOI:10.1021/cr990076h 	TBD
4	Seminar 1 (student-led seminar)	In consultation with the course director, the student will select a manuscript to present to the group. One week before the seminar, the manuscript will be distributed to the group.	TBD
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		seminar, the manuscript will be distributed to the group.	
8	Seminar 5 (student-led seminar)	In consultation with the course director, the student will select a manuscript to present to the group. One week before the seminar, the manuscript will be distributed to the group.	TBD
9	Seminar 6 (student-led seminar)	In consultation with the course director, the student will select a manuscript to present to the group. One week before the seminar, the manuscript will be distributed to the group.	TBD
10	Seminar 7 (student-led seminar)	In consultation with the course director, the student will select a manuscript to present to the group. One week before the seminar, the manuscript will be distributed to the group.	TBD

Instructor Information

Dr. Walter Siqueira DDS PhD

Email: walter.siqueira@usask.ca

Phone: 3069661920

Office: 2A50.4

Office hours: 12:00 PM to 2:00 PM (every Friday during the course period)

Evaluation Components

The course director will grade students as follows.

50% Presentation on an advanced topic in proteomics

- By the end of the third week, students must submit their topic of presentation to the instructor via email.
- In the first day of class a draw will be made to decide the order of presentation.
- Evaluation criteria:
 - Content, organization
 - Delivery and effectiveness
 - Responses to questions

20% Exam

- Two-hour final exam based on all course materials including content covered in the presentations given by students.

30% Participation

- Discussions associated with the presentation of individual topics will provide an opportunity for students to apply knowledge regarding proteomics clinical application.

Each student will be expected to bring a positive learning attitude, ability to formulate questions and to effectively and professionally respond to others' comments and questions and give feedback to fellow students on their presentations.

Participation is 30 % of final grade and will be evaluated using the following rubric.

Grade	Criteria
Fail (< 60)	<ul style="list-style-type: none"> • Absent • Does not demonstrate involvement in discussions
Poor (60-69)	<ul style="list-style-type: none"> ▪ Present, not disruptive ▪ Tries to respond when called upon but does not offer much ▪ Demonstrates very infrequent (maybe once/class) involvement in discussions
Satisfactory to good (70-79)	<ul style="list-style-type: none"> ▪ Demonstrates adequate preparation; knows basics but does not show evidence of trying to interpret or analyze them ▪ Offers straightforward information (e.g. straight from an article or textbook) without elaboration or very infrequently ▪ Does not offer to contribute to discussions, but contributes to a moderate degree when called upon ▪ Demonstrates sporadic involvement
Very good (80-89)	<ul style="list-style-type: none"> ▪ Demonstrates good preparation; knows facts or articles well; has thought through their implications ▪ Offers interpretations and analyses of materials (more than just facts) to class ▪ Contributes well to discussions in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion
Exceptional (90-100)	<ul style="list-style-type: none"> ▪ Demonstrates excellent preparation; has analyzed materials such as articles exceptionally well and can relate them to other materials ▪ Offers analysis, synthesis, and evaluation of materials; e.g. can critically analyze a class discussion to state the main points ▪ Contributes in a very significant way to ongoing discussion: keeps analyses focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and can lead a discussion ▪ Demonstrates ongoing active involvement

University of Saskatchewan Grading System (for graduate courses)

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90-100 Exceptional

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of subject matter;
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- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
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70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
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60-69 Poor

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;

- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Required Resources

Recommended Books:

1. Yates JR 3rd. Recent technical advances in proteomics. *F1000Res*. 2019;8:F1000 Faculty Rev-351. Published 2019 Mar 29. doi:10.12688/f1000research.16987.1
2. Mass Spectrometry, A Textbook. Gross, Jürgen H. 2017 Springer

Late Assignments

n/a

Criteria That Must Be Met to Pass

- Students must obtain a grade of 70% to pass.

Attendance Expectations

Students should attend all class lectures

Integrity Defined (from the Office of the University Secretary)

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COURSE SYLLABUS

COURSE TITLE:	Advanced Oral Biology		
COURSE CODE:	DEN 803.3	TERM:	2
COURSE CREDITS:	3	DELIVERY:	
CLASS SECTION:	N/A	START DATE:	January 4, 2021
CLASS LOCATION:	College of Dentistry	LAB	N/A
CLASS TIME:	Monday; 9:30 – 12:30	LOCATION:	N/A
WEBSITE:	N/A	LAB TIME:	N/A

Course Overview

The course will work as a foundational course for oral biology science. This course will comprehensively discuss methodology, oral biology techniques and their day-to-day use in the lab and clinic environment. In consultation with the course director, each student will select 2 specific techniques and methodologies relevant to oral biology science. Each student will be assigned a session to present his/her selected topic, followed by questions and general discussion. The course may also include presentations by guest lecturers (e.g. Scientist from oral health companies on specific methodology).

Learning Outcomes

The objectives of this course are to learn the methods, oral biology techniques and new instrumentation used in oral biology science.

Class Schedule

Week	Module	Readings	Evaluation Due Date
1	Overview of oral biology science	Ten Cate's Oral Histology - Development, Structure, and Function Authors: Antonio Nanci, 2012, Elsevier Handbook of Oral Biology – Authors: Khurshid S, Shahab S and	TBD

		Zeeshan S. Publisher: Paramount Book Publisher, 2015	
2	Methods in oral biology science	Oral Biology Molecular Techniques and Applications Editors: Seymour, Gregory J., Cullinan, Mary P., Heng, Nicholas C.K. (Eds.) Springer 2017	TBD
3	Seminar 1(student-led seminar)	In consultation with the course director, the student will select a manuscript to present to the group. One week before the seminar, the manuscript will be distributed to the group.	TBD
4	Seminar 2 (student-led seminar)	In consultation with the course director, the student will select a manuscript to present to the group. One week before the seminar, the manuscript will be distributed to the group.	TBD
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9	Seminar 7 (student-led seminar)	In consultation with the course director, the student will select a manuscript to present to the group. One week before the seminar, the manuscript will be distributed to the group.	TBD
10	Seminar 8 (student-led seminar)	In consultation with the course director, the student will select a manuscript to present to the group. One week before the seminar, the manuscript will be distributed to the group.	TBD

Instructor Information

Dr. Andrew Leask PhD (Course Director)

Email: andrew.leask@usask.ca

Phone: 3069661920

Office: 2A50.3Hsc

Office hours: 12:00 PM to 2:00 PM (every Friday during the course period)

Other instructor

Other faculty members with additional expertise as needed.

Evaluation Components

The course director will grade students as follows.

1) Presentation (75%)

Evaluation criteria:

- Content
- Organization
- Delivery and effectiveness
- knowledge of the topic and related areas
- Discussion

2) Participation (25%)

Discussions associated with the presentation of specific topics will provide an opportunity for students to exercise positive listening skills: by paying attention, looking interested, positive body language; responding to other students during the discussion; giving feedback to fellow students on their presentation; summarizing the discussion.

Participation is 25 % of final grade and will be evaluated using the following rubric.

Grade	Criteria
Fail (< 60)	<ul style="list-style-type: none"> • Absent • Does not demonstrate involvement in discussions
Poor (60-69)	<ul style="list-style-type: none"> ▪ Present, not disruptive ▪ Tries to respond when called upon but does not offer much ▪ Demonstrates very infrequent (maybe once/class) involvement in discussions
Satisfactory to good (70-79)	<ul style="list-style-type: none"> ▪ Demonstrates adequate preparation; knows basics but does not show evidence of trying to interpret or analyze them ▪ Offers straightforward information (e.g. straight from an article or textbook) without elaboration or very infrequently ▪ Does not offer to contribute to discussions, but contributes to a moderate degree when called upon ▪ Demonstrates sporadic involvement
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A generally weak performance, but with some evidence of

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- some understanding of the basic issues;
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- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Required Resources

Reading resources are limited to the selected manuscript and books decided by the student and course director.

Late Assignments

n/a

Criteria That Must Be Met to Pass

- Students must obtain a grade of 70% to pass.

Attendance Expectations

Students should attend all lectures and seminars.

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COURSE SYLLABUS

COURSE TITLE:	Teaching and leadership abilities for Dental Education		
COURSE CODE:	DEN 804.3	TERM:	3
COURSE CREDITS:	3	DELIVERY:	
CLASS SECTION:	N/A	START DATE:	May 6, 2020
CLASS LOCATION:	College of Dentistry	LAB	
CLASS TIME:	Wednesday; 9:30-12:30 PM	LOCATION:	N/A
WEBSITE:	N/A	LAB TIME:	N/A

Course Overview

Students will learn about leadership theories and signature pedagogies (e.g., the use of case studies, inductive teaching methods, and problem-based learning) specific for Dentistry classroom, dental pre-clinical, dental clinic and dental laboratory environment.

Learning Outcomes

To learn about leadership theories and different pedagogical methods specific for dentistry classroom, pre-clinical, dental clinic and dental laboratorial environment.

Class Schedule

Week	Module	Readings	Evaluation Due Date
1	Teaching and leadership abilities for academic environment – Overview	<p>Wali, O. leadership skills in Dental Curriculum- a review Journal of Evolution of Medical and Dental Sciences 7(42):4584-4588, 2018</p> <p>Rethinking knowledge and pedagogy in dental education. Whipp JL, Ferguson DJ, Wells LM, Iacopino AM. J Dent Educ. 2000 Dec;64(12):860-6.</p> <p>Integration of Basic-Clinical Sciences, PBL, CBL, and IPE in</p>	TBD

Teaching and leadership abilities for academic environment

		U.S. Dental Schools' Curricula and a Proposed Integrated Curriculum Model for the Future Journal of dental education 80(3):281-290, 2016	
2	Effective Communication: Barriers and Strategies	Sakaguchi RL. Facilitating preceptor and student communication in a dental school teaching clinic. <i>J Dent Educ.</i> 2010;74(1):36-42.	TBD
3	Dental Clinical and laboratory integration teaching 1	Rethinking knowledge and pedagogy in dental education. Whipp JL, Ferguson DJ, Wells LM, Iacopino AM. <i>J Dent Educ.</i> 2000 Dec;64(12):860-6.	TBD
4	Dental Clinical and laboratory integration 2	McIlwaine C, Brookes Z L S, Zahra D <i>et al.</i> A novel, integrated curriculum for dental hygiene-therapists and dentists. <i>Br Dent J</i> 2019;226: 67-72.	TBD
5	Dental Clinical and laboratory integration 3	Integration of Basic-Clinical Sciences, PBL, CBL, and IPE in U.S. Dental Schools' Curricula and a Proposed Integrated Curriculum Model for the Future Journal of dental education 80(3):281-290, 2016	TBD
6	Impact of technology on Dental Education	Iacopino AM. The influence of "new science" on dental education: current concepts, trends, and models for the future. <i>J Dent Educ.</i> 2007 Apr;71(4):450-62. Chapter 2 - Basics of Dental Technology: A Step by Step Approach, Second edition Author(s): Johnson, Patrick and Stokes. Willey, 2015.	TBD
7	Critical thinking activities in dental sciences	Chambers DW. Lessons from students in a critical thinking course: a case for the third pedagogy. <i>J Dent Educ.</i> 2009 Jan;73(1):65-82. Doran GA. Reviewing the role of educational domains and problem-based learning in dental curricula. Part I: The concept of educational domains and their integration. <i>SADJ.</i> 55(8):433-5, 2000	TBD

Teaching and leadership abilities for academic environment

8	Seminar 1(student-led seminar)	In consultation with the course director, the student will select a manuscript to present to the group. One week before the seminar, the manuscript will be distributed to the group.	TBD
9	Seminar 2(student-led seminar)	In consultation with the course director, the student will select a manuscript to present to the group. One week before the seminar, the manuscript will be distributed to the group.	TBD
10	Seminar 3(student-led seminar)	In consultation with the course director, the student will select a manuscript to present to the group. One week before the seminar, the manuscript will be distributed to the group.	TBD

Instructor Information

Dr. Walter Siqueira DDS PhD (Course Director)

Email: walter.siqueira@usask.ca

Phone: 3069661920

Office: 2A50.4Hsc

Office hours: 12:00 PM to 2:00 PM (every Friday during the course period)

Evaluation Components

The course director will grade students as follows:

50% Presentation (student-led seminar)

- Evaluation criteria:
 - Content, organization
 - Delivery and effectiveness
 - Responses to questions

50% Participation

Each student will be expected to bring a positive learning attitude, ability to formulate questions and to effectively and professionally respond to others' comments and questions and give feedback to fellow students on their presentations.

Participation is 50% of final grade and will be evaluated using the following rubric.

Teaching and leadership abilities for academic environment

Grade	Criteria
Fail (< 60)	<ul style="list-style-type: none"> • Absent • Does not demonstrate involvement in discussions
Poor (60-69)	<ul style="list-style-type: none"> ▪ Present, not disruptive ▪ Tries to respond when called upon but does not offer much ▪ Demonstrates very infrequent (maybe once/class) involvement in discussions
Satisfactory to good (70-79)	<ul style="list-style-type: none"> ▪ Demonstrates adequate preparation; knows basics but does not show evidence of trying to interpret or analyze them ▪ Offers straightforward information (e.g. straight from an article or textbook) without elaboration or very infrequently ▪ Does not offer to contribute to discussions, but contributes to a moderate degree when called upon ▪ Demonstrates sporadic involvement
Very good (80-89)	<ul style="list-style-type: none"> ▪ Demonstrates good preparation; knows facts or articles well; has thought through their implications ▪ Offers interpretations and analyses of materials (more than just facts) to class ▪ Contributes well to discussions in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion
Exceptional (90-100)	<ul style="list-style-type: none"> ▪ Demonstrates excellent preparation; has analyzed materials such as articles exceptionally well and can relate them to other materials ▪ Offers analysis, synthesis, and evaluation of materials; e.g. can critically analyze a class discussion to state the main points ▪ Contributes in a very significant way to ongoing discussion: keeps analyses focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and can lead a discussion ▪ Demonstrates ongoing active involvement

University of Saskatchewan Grading System (for graduate courses)

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate and Postdoctoral Studies:

90-100 Exceptional

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;

Teaching and leadership abilities for academic environment

- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Required Resources

n/a

Late Assignments

n/a

Criteria That Must Be Met to Pass

- Students must obtain a grade of 70% to pass.

Attendance Expectations

Students should attend all lectures

Integrity Defined (from the Office of the University Secretary)

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Examinations with Access and Equity Services (AES)

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Student Supports

Student Learning Services

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Financial Support

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COURSE SYLLABUS

COURSE TITLE:	Critical thinking in translational Research for Oral Health Science		
COURSE CODE:	DEN 805.2	TERM:	1
COURSE CREDITS:	2	DELIVERY:	
CLASS SECTION:	N/A	START DATE:	September 11, 2020
CLASS LOCATION:	College of Dentistry	LAB LOCATION:	N/A
CLASS TIME:	Friday, 9:30-12:30 PM	LAB TIME:	N/A
WEBSITE:	N/A		

Course Overview

Students will learn and discuss all phases related to oral translational research, including the translational aspects of clinical science. Classes will be held once a week. On the first two weeks there will be an introduction to the correlated topics and on the remaining classes students will participate in presentations and group discussions on topics related to the course, including methodologies, research grant applications focusing on the process of translating basic scientific discoveries to pre-clinical, clinical applications and entrepreneurship. The course director will assign a topic presentation for each student during the first lecture.

Learning Outcomes

By the end of this course, students will be able to summarize: 1-the basic principles of translational research; 2- How translational oral health research has potential to systemic health/medicine; 3-basic knowledge of translational-related research, from drug-development, animal research, clinical trial, implementation and commercialization.

Class Schedule

Week	Module	Readings	Evaluation Due Date
1	Introductory Lecture – translational research: general concept	Clinical Research in Oral Health; editor(s): Giannobile, Burt, and Genco. Wiley & Sons, 2009	TBD

Critical thinking in translational Research for Oral Health Science

2	Introductory Lecture – translational research in dentistry	Clinical Research in Oral Health; editor(s): Giannobile, Burt, and Genco. Wiley & Sons, 2009	TBD
3	Seminar 1(student-led seminar) - The course director will assign a topic for each student during the lecture 1.	Clinical Research in Oral Health; editor(s): Giannobile, Burt, and Genco. Wiley & Sons, 2009	TBD
4	Seminar 2(student-led seminar) - The course director will assign a topic for each student during the lecture 1.	Clinical Research in Oral Health; editor(s): Giannobile, Burt, and Genco. Wiley & Sons, 2009	TBD
5	Seminar 3(student-led seminar) - The course director will assign a topic for each student during the lecture 1.	Clinical Research in Oral Health; editor(s): Giannobile, Burt, and Genco. Wiley & Sons, 2009	TBD
6	Seminar 4(student-led seminar) - The course director will assign a topic for each student during the lecture 1.	Clinical Research in Oral Health; editor(s): Giannobile, Burt, and Genco. Wiley & Sons, 2009	TBD
7	Seminar 5(student-led seminar) - The course director will assign a topic for each student during the lecture 1.	Clinical Research in Oral Health; editor(s): Giannobile, Burt, and Genco. Wiley & Sons, 2009	TBD
8	Seminar 6(student-led seminar) - The course director will assign a topic for each student during the lecture 1.	Clinical Research in Oral Health; editor(s): Giannobile, Burt, and Genco. Wiley & Sons, 2009	TBD
9	Seminar 7(student-led seminar) - The course director will assign a topic for each student during the lecture 1.	Clinical Research in Oral Health; editor(s): Giannobile, Burt, and Genco. Wiley & Sons, 2009	TBD

Instructor Information

Dr. Abbas Jessani DDS PhD (Course Director)
 Email: abbas.jessani@usask.ca
 Phone: 778-928-3767
 Office: COD 506

Evaluation Components

The course director will grade students as follows.

60% presentation

- In the first day of class a draw will be made to decide the presentation topics and order of presentation.
- Evaluation criteria:

Critical thinking in translational Research for Oral Health Science

- Content
- Organization
- Delivery and effectiveness
- Discussion

40% general participation

- Participation is 40% of final grade and will be evaluated using the following rubric.

Grade	Criteria
Fail (< 60)	<ul style="list-style-type: none">• Absent• Does not demonstrate involvement in discussions
Poor (60-69)	<ul style="list-style-type: none">▪ Present, not disruptive▪ Tries to respond when called upon but does not offer much▪ Demonstrates very infrequent (maybe once/class) involvement in discussions
Satisfactory to good (70-79)	<ul style="list-style-type: none">▪ Demonstrates adequate preparation; knows basics but does not show evidence of trying to interpret or analyze them▪ Offers straightforward information (e.g. straight from an article or textbook) without elaboration or very infrequently▪ Does not offer to contribute to discussions, but contributes to a moderate degree when called upon▪ Demonstrates sporadic involvement
Very good (80-89)	<ul style="list-style-type: none">▪ Demonstrates good preparation; knows facts or articles well; has thought through their implications▪ Offers interpretations and analyses of materials (more than just facts) to class▪ Contributes well to discussions in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion
Exceptional (90-100)	<ul style="list-style-type: none">▪ Demonstrates excellent preparation; has analyzed materials such as articles exceptionally well and can relate them to other materials▪ Offers analysis, synthesis, and evaluation of materials; e.g. can critically analyze a class discussion to state the main points▪ Contributes in a very significant way to ongoing discussion: keeps analyses focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and can lead a discussion▪ Demonstrates ongoing active involvement

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80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

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- an ability to make sound critical evaluation of information;
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70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
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60-69 Poor

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;

Critical thinking in translational Research for Oral Health Science

- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Required Resources

Reading resources are:

- the selected manuscripts decided by the student and course director.
 - *Recommended books:*
1. Translational Oral Health Research Edited by: Jukka H. Meurman
 2. Clinical and Translational Science, Principles of Human Research *Edited by: David Robertson and Gordon H. Williams*
 3. Leading the Translational Research in Biomarkers: Book Edition of Cancer Biomarkers Edited by S. Srivastava
 4. Designing Clinical Research: An Epidemiologic Approach Edited by Stephen B. Hulley, Steven R. Cummings, Warren S. Browner
 5. Clinical Research in Oral Health Edited by William Giannobile, Brian Burt, Robert Genco

Criteria That Must Be Met to Pass

- Students must obtain a grade of 70% to pass.

Attendance Expectations

Students are required to attend all classes

Participation

Student Feedback

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Critical thinking in translational Research for Oral Health Science

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COURSE SYLLABUS

COURSE TITLE:	Discussion of Social Issues and Oral Health Science		
COURSE CODE:	DEN 806.2	TERM:	3
COURSE CREDITS:	2	DELIVERY:	
CLASS SECTION:	N/A	START DATE:	May 8, 2020
CLASS LOCATION:	College of Dentistry	LAB	N/A
CLASS TIME:	Friday; 8:30-11:30 AM	LOCATION:	N/A
WEBSITE:	N/A	LAB TIME:	

Course Overview

This course will discuss Oral health issues (e.g., water fluoridation, dental caries, dental erosion, peri-implantitis, periodontitis, etc.) related to the contemporary society and deliberate possible solutions on how to advance the communication of scientific discoveries in the oral health field to the lay population. All lectures will be delivered in an interactive forum where students are strongly encouraged to participate and share their perspectives on particular themes as much as possible. The course will start with five lectures on the communication of scientific discoveries, knowledge translation, and policy advocacy; and four student presentation classes on topics related to the course.

Learning Outcomes

Students will be able to summarize the basic construction of scientific communication and arguments by promoting knowledge translation and policy advocacies in the oral health field.

Class Schedule

Week	Module	Readings	Evaluation Due Date
1	Course Overview – What is knowledge translation?	Chapter 1- 4: Knowledge Translation in Health Care Editor(s): Straus, Tetroe Graham, Wiley & Sons, 2013.	TBD

2	How to implement knowledge translation within the oral health care environment	Afrashtehfar KI, Assery MK. From dental science to clinical practice: Knowledge translation and evidence-based dentistry principles. <i>Saudi Dent J.</i> 2017;29(3):83–92. doi:10.1016/j.sdentj.2017.02.002	TBD
3	Relationship scientific communication, knowledge translation with oral/systemic health	1. Nazir MA, Izhar F, Akhtar K, Almas K. Dentists' awareness about the link between oral and systemic health. <i>J Family Community Med.</i> 2019;26(3):206–212. 2. Chapters 13-18: Clinical Research in Oral Health; editor(s): Giannobile, Burt, and Genco. Wiley & Sons, 2009	TBD
4	Social Media and knowledge translation	https://jcda.ca/cda-oasis	TBD
5	Knowledge translation, advocacy and policy	Chapters 13-18: Clinical Research in Oral Health; editor(s): Giannobile, Burt, and Genco. Wiley & Sons, 2009	TBD
6	Seminar 1 (student-led seminar)	In consultation with the course director, the student will select a manuscript to present to the group. One week before the seminar, the manuscript will be distributed to the group.	TBD
7	Seminar 2 (student-led seminar)	In consultation with the course director, the student will select a manuscript to present to the group. One week before the seminar, the manuscript will be distributed to the group.	TBD
8	Seminar 3 (student-led seminar)	In consultation with the course director, the student will select a manuscript to present to the group. One week before the seminar, the manuscript will be distributed to the group.	TBD
9	Seminar 4 (student-led seminar)	In consultation with the course director, the student will select a manuscript to present to the group. One week before the seminar, the manuscript will be distributed to the group.	TBD

Instructor Information

Dr. Dr. Abbas Jessani DDS PhD (Course Director)

Email: abbas.jessani@usask.ca

Phone: 306-966-5102

Office: College of Dentistry, room 332

Office hours: 12:00 PM to 2:00 PM (every Friday during the course period)

Evaluation Components

The course director will grade students as follows:

75% presentation (It is expected 30-45 minutes for each student presentation followed by 10-15 minutes of group discussion)

Evaluation criteria:

- Content
- Organization
- Delivery and effectiveness
- Discussion

25% general participation

Discussions associated with the presentation of specific manuscript will provide an opportunity for students to exercise positive listening skills: paying attention, looking interested, positive body language; responding to other students during the discussion; giving feedback to fellow students on their presentation; summarize the discussion.

Participation is 25% of final grade and will be evaluated using the following rubric.

Grade	Criteria
Fail (< 60)	<ul style="list-style-type: none">• Absent• Does not demonstrate involvement in discussions
Poor (60-69)	<ul style="list-style-type: none">▪ Present, not disruptive▪ Tries to respond when called upon but does not offer much▪ Demonstrates very infrequent (maybe once/class) involvement in discussions
Satisfactory to good (70-79)	<ul style="list-style-type: none">▪ Demonstrates adequate preparation; knows basics but does not show evidence of trying to interpret or analyze them▪ Offers straightforward information (e.g. straight from an article or textbook) without elaboration or very infrequently▪ Does not offer to contribute to discussions, but contributes to a moderate degree when called upon▪ Demonstrates sporadic involvement
Very good (80-89)	<ul style="list-style-type: none">▪ Demonstrates good preparation; knows facts or articles well; has thought through their implications▪ Offers interpretations and analyses of materials (more than just facts) to class▪ Contributes well to discussions in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion
Exceptional (90-100)	<ul style="list-style-type: none">▪ Demonstrates excellent preparation; has analyzed materials such as articles exceptionally well and can relate them to other materials▪ Offers analysis, synthesis, and evaluation of materials; e.g. can critically analyze a class discussion to state the main points▪ Contributes in a very significant way to ongoing discussion: keeps analyses focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and can lead a discussion▪ Demonstrates ongoing active involvement

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80-89 Very Good to Excellent

A very good to excellent performance with strong evidence of

- a comprehensive grasp of subject matter;
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70-79 Satisfactory to Good

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

60-69 Poor

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;

- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

<60 Failure

An unacceptable performance.

Required Resources

Handouts from lectures

Late Assignments

Late assignments will not be accepted

Criteria That Must Be Met to Pass

- Students must obtain a grade of 70% to pass.

Attendance Expectations

Students are required to attend all classes

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 (<http://www.usask.ca/secretariat/student-conduct-appeals/Student%20Academic%20Misconduct%20Regulations%20APPROVED%20JUNE%202023%20in%20effect%20JAN%201%202017%20-%20With%20Fillable%20Form.pdf>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: <http://www.usask.ca/secretariat/student-conduct-appeals/index.php>

Examinations with Access and Equity Services (AES)

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. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact AES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

Student Supports

Student Learning Services

Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site <http://library.usask.ca/studentlearning/>.

Student and Enrolment Services Division

The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

Financial Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

Aboriginal Students Centre

The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

International Student and Study Abroad Centre

The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and on all matters related to studying abroad. Please visit students.usask.ca for more information.

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?

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.

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 degree, diploma, or certificate?

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

4 If you have renamed an existing degree, diploma, or certificate, what is the current name?

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?

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?

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:

Yes <input type="checkbox"/>	No <input type="checkbox"/>
------------------------------	-----------------------------

8 Which College is responsible for the awarding of this degree, diploma, or certificate?

9 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

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.

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?

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.

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.

Yes ☐ No ☒ Revised ☐

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.

2 If YES, what is the name of this new / revised disciplinary area?

Precision Oral and Systemic Health; POSH [suggested major code] and Precision Oral Systemic Health [suggested major description]

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.)

DE [Dentistry (Dean's Office)] - currently exists in student system

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?

[PHD-GP [Doctor of Philosophy] and PHD-DIRECT-GP [Doctor of Philosophy (Direct)]] Programs

Yes ☒ No ☐ Revised ☐

Section 6: New College / School / Center / Department or Renaming of Existing

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"/>

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.

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

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 - existing subject code of DENT [Dentistry] will be used

2

If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

GP [Graduate and Postdoc Studies] / DE [Dentistry (Dean's Office)]

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?

If NO, please describe.

Yes ☒ No ☐

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?

If YES, please describe.

May use dental clinic, etc. (facilities within Dentistry)

Yes ☒ No ☐

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

1	Will students apply on-line? If not, how will they apply?	Yes
2	What term(s) can students be admitted to?	YYYY05 [May], YYYY09 [September], and YYYY01 [January]
3	Does this impact enrollment?	Slight increase - anticipate 7 students per year
4	How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?	Refer to the College of Dentistry
5	Can classes towards this program be taken at the same time as another program?	Yes, though not anticipated. Graduate Professional Skills Certificate for example.
6	What is the application deadline?	As per current set-up
7	What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)	<p>- Regular admission - relevant Master's degree or equivalent with a minimum overall average of 70% OR direct-entry admission - professional degree in a relevant health sciences field (DMD, DDS, MD, RN, PT or equivalent) and a minimum overall average of 80% with continuation in PhD program beyond year one dependent passing qualifying exam administered during year one; direct entrants also have additional prescribed 19 credit units (combination of stringent requirements during professional degree coursework, the qualifying exam, and required 19 additional credit units will ensure direct-entry students are equally as successful as regular entry students in the program)</p> <p>- English language proficiency - applicants who first language is not English must provide evidence of English language proficiency by achieving at least the minimum scores on one of the following measures with test taken within the last 24 months. TOEFL - minimum score for the internet-based test is 86 with no individual section score below 20 OR IELTS - minimum score is 6.5 with no individual section score below 6.0</p> <p>- Statement of academic intent</p> <p>- Three reference letters</p>
8	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.)	N/A
9	What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)	1 admission prioritized for Indigenous applicant; 3 admissions prioritized for female applicants; otherwise standard
10	What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)	Per current set-up for doctoral programs
11	Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)	College of Dentistry recommends admission; College of GP makes admission decisions
12	Letter of acceptance - are there any special requirements for communication to newly admitted students?	
13	Will the standard application fee apply?	

Yes
14 Will all applicants be charged the fee or will current, active students be exempt? All applicants will be charged
15 Are international students admissible to this program? Yes

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?

No

2 If this is a new program, do you intend that students be eligible for student loans?

Section 10: Convocation Information (only for new degrees)

1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?

2 If YES, has the Office of the University Secretary been notified?

3 When is the first class expected to graduate?

4 What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Section 11: Schedule of Implementation Information

1 What is the start term?

202005 [May 2020]

2 Are students required to do anything prior to the above date (in addition to applying for admission)?
If YES, what and by what date?

Yes ☐ No ☒

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit	
Standard Graduate per credit	
Standard Graduate per term	X
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?

If NO, please describe.

5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

6 IPA Additional comments?

7 Will students outside the program be allowed to take the classes?

8 If YES, what should they be assessed? (This is especially important for program based.)

9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

10 Do standard cancellation fee rules apply?

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code?

If YES, from which tuition code to which tuition code?

13 Are international students admissible to the program? If yes, will they pay the international tuition differential?

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Yes ☐ No ☐Yes ☐ No ☐

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	<input type="checkbox"/>	<input type="checkbox"/>
2 Has TLSE, Admissions, been informed about this new / revised program?	<input type="checkbox"/>	<input type="checkbox"/>
3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?	<input type="checkbox"/>	<input type="checkbox"/>
4 Has CGPS been informed about this new / revised program?	<input type="checkbox"/>	<input type="checkbox"/>
5 Has TLSE, Transfer Credit, been informed about any new / revised courses?	<input type="checkbox"/>	<input type="checkbox"/>
6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	<input type="checkbox"/>	<input type="checkbox"/>
7 Has the Library been informed about this new / revised program?	<input type="checkbox"/>	<input type="checkbox"/>
8 Has ISA been informed of the CIP code for new degree / program / major?	<input type="checkbox"/>	<input type="checkbox"/>
9 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?	<input type="checkbox"/>	<input type="checkbox"/>
10 Has the Convocation Coordinator been notified of a new degree?	<input type="checkbox"/>	<input type="checkbox"/>
11 What is the highest level of financial approval required for this submission? Check all that apply.	<input type="checkbox"/>	<input type="checkbox"/>

☐

a. None - as it has no financial implications

OR

☐

b. Fee Review Committee

c. Institutional Planning and Assessment (IPA)

d. Provost's Committee on Integrated Planning (PCIP)

e. Board of Governors

f. Other

SIGNED

Date: December 17, 2019

Registrar (Russell Isinger): Russell Isinger

College / Department Representative(s): Martha Smith

IPA Representative(s):

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REQUEST FOR DECISION

PRESENTED BY: Ryan Brook, vice-chair, Academic Programs Committee

DATE OF MEETING: February 20, 2020

SUBJECT: **Master of International Public Management and Administration (MIPMA)**

DECISION REQUESTED:

*It is recommended:
That Council approve the proposed Master of International
Public Management and Administration (MIPMA) degree
program, effective May 2020.*

PURPOSE:

Council has responsibility for approving new degrees and degree-level programs.

CONTEXT AND BACKGROUND:

The College of Graduate and Post-doctoral Studies (CGPS) is proposing a joint degree dual parchment course-based Master of International Public Management and Administration program. This new degree program is a joint program offered with the Education University of Hong Kong (EdUHK).

The program requires students to complete 18 credit units of coursework as well as a 6 credit unit capstone project. Of the 18 credit units of coursework, 9 credit units would be completed at the University of Saskatchewan and 9 credit units would be completed at EdUHK. The capstone course would be delivered by USask with a six week field school at the Naresuan University in Thailand.

The MIPMA program will attract approximately 30 new students to USask a year and anticipate that the majority of applicants will be international students, at least at its introduction. It is anticipated that enrolment would rise to 60 students per year once the program is established. Students would be admitted to both USask and EdUHK, though to simplify admissions all applicants will apply through USask and applicants will be reviewed by an admissions committee comprised of an equal number of faculty from both USask and EdUHK.

Students completing the MIPMA joint degree can apply to receive their parchment from either USask or EdUHK or both institutions, but the parchments would refer to the same degree. The USask parchment and student transcripts would identify that the MIPMA was offered in collaboration/partnership with EdUHK.

The CGPS Graduate Programs committee reviewed the proposal at a number of meetings and approved the proposed program and the CGPS Executive Committee reviewed the proposal for the MIPMA program at its December 16, 2020 meeting and made a number of recommendations, ultimately approving the proposal at its January 13, 2020. The academic programs committee reviewed this proposal at its February 12, 2020 meeting and were pleased with both the program and the work that went into preparing the proposal.

FURTHER ACTION REQUIRED:

Tuition associated with this program will be approved as per the Tuition and Fees Authorization Policy.

ATTACHMENTS:

- 1. Proposal for Academic or Curricular Change – Master of International Public Management and Administration (MIPMA) degree**



MEMORANDUM

To: Academic Programs Committee of University Council

Copy: Murray Fulton, Director, Johnson Shoyama Graduate School of Public Policy

From: Office of the Associate Dean, CGPS

Date: January 22, 2020

Re: New Master of International Public Management and Administration (MIPMA) degree program

The College of Graduate and Postdoctoral Studies is recommending approval of a new Master of Public Management and Administration degree program. The new degree program would be a joint program offering with the Education University of Hong Kong (EdUHK).

The proposed program would require completion of 18 credit units of coursework as well as a 6 credit unit capstone project. Students would begin the program in the winter term at the UofS campus completing 9 credit units of coursework. For the spring/summer term, students would move to the EdUHK campus to complete the remaining 9 credit units of coursework. In the fall term, students would complete the capstone course delivered by the UofS with a six week field school at Naresuan University in Thailand.

The proposal includes approximations for tuition as well as a proposed program fee. The program fee would be collected to pay for ancillary costs for students such as accommodations, travel, and meals.

The proposed program would be an innovative offering for the UofS. The program delivery model and associated travel is anticipated to be attractive to potential students. Additionally, the proposed program fee would provide transparent information on the full costs associated with completion of the graduate program.

We are seeking to have the program approved for implementation in January 2021. Proponents are mindful of the unrest in Hong Kong, and they are prepared to postpone program implementation if appropriate. Similarly, should students be in program and future unrest occurs, proponents will make arrangements for the delivery of courses equivalent to the EdUHK course requirements.

Attached please find the proposal with supporting documents.

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca or 306-966-2229



MEMORANDUM

To: Academic Programs Committee (APC)

Copy: Dr. Murray Fulton, Johnson-Shoyama Graduate School of Public Policy (JSGS)

From: **Trever Crowe, Chair of CGPS Executive Committee**

Date: January 20, 2020

Re: New Degree: Master of International Public Management and Administration

Following the December 16, 2019, meeting of the CGPS Executive Committee, feedback was provided to the proponents in which they have responded with an updated proposal.

The Executive recommends approval of the Master of International Public Management and Administration program as revised within the proposal. (*Heavin/Simonson – all in favour CARRIED*)

A member noted that there seemed to be a contradiction within the proposal where it indicates that there are not enough resources...then goes on to say that the courses are already being taught.

To clarify - the lack of resources speaks to administrative functions not course work.

If you have any questions, please contact Dr. Trever Crowe, chair of the CGPS Executive Committee at trever.crowe@usask.ca or 306-966-5759.



MEMORANDUM

To: Executive Committee of CGPS

Copy: Dr. Murray Fulton, Johnson-Shoyama Graduate School of Public Policy (JSGS)

From: Heather Heavin, Chair, Graduate Programs Committee

Date: January 15, 2020

Re: New Degree: Master of International Public Management and Administration

Following the December 16, 2019, meeting of the CGPS Executive Committee, the feedback provided by the Executive Committee was shared with proponents in JSGS. Proponents in JSGS responded to the items raised by the Executive Committee and provided updated information to support the responses provided.

The Graduate Programs Committee considered the Executive Committee's comments and the responses provided by the proponents in JSGS at a meeting on January 13, 2020. The Graduate Programs Committee was satisfied with the responses provided to the Executive Committee feedback. The following motion was passed unanimously:

To recommend approval of the Master of International Public Management and Administration program with the additional clarifications provided by the proponents. Mendoza/Tanaka

CARRIED Unanimous

Attached please find:

- Correspondence from the Executive Committee
- Response to Correspondence from JSGS
- The most recent draft of a Memorandum of Agreement (MoA, previously identified as MoU)
- A new Memorandum of Understanding (MoU)
- A complete catalogue description
- The full program proposal
- Syllabi for the courses offered at EdUHK as well as the new JSGS capstone course proposal
- A survey of anticipated demand conducted by EdUHK

If you have any questions, please contact Kelly Clement at kelly.clement@usask.ca or 306-966-2229

:kc

Memorandum

To: Graduate Programs Committee

CC:

From: Trevor Crowe, Chair, Executive Committee, CGPS

Date: December 16, 2019

Re: **Master of International Public Management and Administration (MIPMA)**

On December 16, 2019, the Executive Committee (EC) of CGPS considered a recommendation from the Graduate Programs Committee (GPC) to approve the International Public Management and Administration (MIPMA) degree program. The EC found that indeed this new degree program proposed is very innovative and a unique opportunity for USask.

The proposal of this two-parchment joint degree, delivered jointly by the UofS and the Education University of Hong Kong (EdUHK) does not speak to the financial or MOU piece, which is understood and outside of the scope of the GPC; however, there are several elements that causes the EC concern:

- Article 3.4 of the MOU speaks to credit transfers approved by both –this seems unusual
- Article 9.4 of the MOU speaks to award decisions being binding by the partner institution – this could be challenging
- Some discussion was had regarding contingency for students should unusual political unrest happen in either country.
- **Some concern was expressed regarding electives...or rather lack thereof prescribed electives.** And to avoid competing with other USask programs as well as UofR initiatives, the EC recommends that a list of USask prescribed electives be included (4 courses) and at the minimum course descriptions/outcomes are included from the other two partner institutions.
- The classes indicated within the proposal as course requirements are not offered at core courses. The EC recommends that this language be revised.

The attached appendix provides additional background for consideration. If you have any questions, please contact Dean Trevor Crowe at trevor.crowe@usask.ca or by phone at 966-5759.

/II

Memorandum

To: Trevor Crowe, Chair, Executive Committee, CGPS

CC:

From: Murray Fulton, Director, JSGS Saskatoon Campus

Date: January 12, 2020

Re: **Master of International Public Management and Administration (MIPMA)**

I would like to respond to the questions raised in the December 16, 2019 memo to the Graduate Programs Committee.

- Article 3.4 of the MOU speaks to credit transfers approved by both – this seems unusual

We have been in communication with the International Research and Partnerships Office, and we are updating a revised Memorandum of Agreement (rather than MoU). The most recent draft is attached for your reference (this version is under review by the Registrar's office and is still a bit rough). Section 10.3 of the Agreement (page 5) clarifies that the degree may be awarded by one or both institutions. Transfer credit will be necessary to document/demonstrate that the necessary degree requirements have been satisfied in order to allow one, or both, institutions to provide a parchment.

- Article 9.4 of the MOU speaks to award decisions being binding by the partner institution – this could be challenging

You are correct – this would be challenging. As noted above, this language has been changed. The new language now states, "The decision to award or not award the degree by one institution will not be held binding upon the partner institution."

- Some discussion was had regarding contingency for students should unusual political unrest happen in either country.

While we are seeking approval for implementation in January 2021, we are very mindful of the political situation, and admissions (which would take place this coming summer) will be delayed should there be ongoing turmoil. In the event that we go ahead with admissions only to find out that something happens that makes it impossible or unsafe for students to complete the program in Hong Kong, we have outlined steps that could be taken so that students could complete their degree at USask. Some of these steps are noted in Section 5, page 14 of the proposal.

- Some concern was expressed regarding electives...or rather lack thereof prescribed electives. And to avoid competing with other USask programs as well as UofR initiatives, the EC recommends that a list of USask prescribed electives be included (4 courses) and at the minimum course descriptions/outcomes are included from the other two partner institutions.

The required courses and the limited set of restricted elective options were intentionally selected to ensure that students meet the learning outcomes for a highly focused program in international public sector management and administration. We have clarified that students take four *core* courses (two from each of the partner universities), along with two *restrictive* electives (one from each partner). For each university, the options that are provided represent current course offerings that are highly oriented towards public management and administration and better suit the MIPMA program than do the more conceptual and policy area courses that comprise the rest of the current course offerings. In fact, in the case of USask, the restrictive elective now has only two options – we believe these are the best two courses that fit the program’s focus. As well, limiting the options under the restrictive elective will avoid competition with other programs and initiatives.

Finally, since the courses outlined in the proposal were already being taught and nicely covered material appropriate for a Masters degree in international public management and administration, it was felt that there was no need to develop new ones.

- The classes indicated within the proposal as course requirements are not offered at core courses. The EC recommends that this language be revised.

As the attached Catalogue entry notes, we have clearly identified the core class and the restricted electives. We have also updated the proposal to reflect these changes.



**AGREEMENT BETWEEN
UNIVERSITY OF SASKATCHEWAN, SASKATOON, CANADA
AND
THE EDUCATION UNIVERSITY OF HONG KONG, HONG KONG SAR, PEOPLE'S REPUBLIC OF CHINA
FOR JOINT MASTER'S DEGREE PROGRAM IN
INTERNATIONAL PUBLIC MANAGEMENT AND ADMINISTRATION**

1. PARTIES TO THE AGREEMENT

To facilitate the process of internationalization at their respective institutions, the Johnson Shoyama Graduate School of ~~public~~Public Policy (hereinafter referred to as "JSGS") at the University of Saskatchewan, (hereinafter referred to as "USask") will offer a Joint Master's Degree Program in International Public Management and Administration (hereinafter referred to as "MIPMA") in partnership with the Department of Asian & Policy Studies (hereinafter referred to as "APS") at The Education University of Hong Kong, (hereinafter referred to as "EdUHK").

2. DEFINITIONS

"**Agreement**" means this Agreement for Joint Master's Degree Program in International Public Management and Administration.

"**Party**" means either the USask or EdUHK and "**Parties**" means both USask and EdUHK.

"**Program**" means this Joint Master's Degree Program in International Public Management and Administration.

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3. PURPOSE OF THE AGREEMENT

This Agreement identifies the terms and conditions, financial principals, and course offerings associated with the delivery of a Joint Master's Degree Program in International Public Management and Administration.

4. FRAMEWORK AND ORGANIZATION

4.1 The representatives of the Program shall be the Director, or designate, of JSGS at the USask and the ~~XXX, or designate of XXX~~ at ~~EdUHK~~EdUHK.

4.2 Program Coordinators shall be ~~an XXX, TITLE~~assigned staff member by JSGS at the USask and ~~XXX, TITLE~~an assigned staff member by APS at EdUHK. Program Coordinators at both EdUHK and USask shall be responsible for recruiting students for the Program and for administrating the Program. The number of participating students shall be determined through consultations between the two institutions each academic year.

Commented [FM1]: Can we leave this out of the main agreement, since the names and/or title are likely to change.

Commented [MOU2R1]: We can leave it without a specific title but still list it here.

Commented [FM3]: I have added text about program administration.

5. PROGRAM DESCRIPTION

5.1 The Program described in this Agreement, consisting of an offering of seven (7) courses for a total of twenty-four (24) credit units (cu), including a capstone project, will be eligible for credit towards the Master's in International Public Management and Administration at both EdUHK and USask.

5.2 Students will be admitted simultaneously to both institutions. They will complete their first term of course work ([Term 1](#)) at USask, consisting of three (3) courses totalling nine (9) cu; they will then complete their second term of course work ([Term 2](#)) at EdUHK, consisting of three (3) courses totalling nine (9) cu. During part of the third term ([Term 3](#)), students will be in residence at a field school at Naresuan University in Thailand to receive orientation and instruction for the capstone project, which is worth six (6) cu. These courses and the [capstone](#) project, for a total of twenty-four (24) cu, meet the criteria for completion of the Program.

5.3 Qualified students accepted by the College of Graduate and Postdoctoral Studies at USask will complete the required seven (7) courses, which include the capstone project course. Students will receive credit for all seven (7) courses at both institutions.

5.3.1 Courses delivered as part of the first term will be taught at USask by JSGS faculty.

5.3.2 Courses delivered as part of the second term will be taught at EdUHK by APS faculty.

5.3.3 Credit for coursework delivered by each of EdUHK (9 cu) and USask (9 cu) will be automatically transferred to the other university. Coursework delivered at Naresuan University in Thailand will be delivered by faculty from both universities and therefore credit does not need to be transferred.

5.3.4 The courses listed in PART 2 of Appendix 1 delivered at EdUHK have been assessed by the JSGS Graduate Committee at USask and are considered eligible for credit unit transfer to the joint degree between USask and EdUHK.

5.3.5 The courses listed in PART 2 of Appendix 1 delivered at USask have been assessed by the [APS Graduate Committee at EdUHK](#) and are considered eligible for credit unit transfer to the joint degree between USask and EdUHK.

5.3.6 Orientation and instruction for the field school at Naresuan University in Thailand will be co-delivered by EdUHK and [JSGS](#). The field school will serve as an introduction to the six (6)-cu capstone project course.

5.3.7 When descriptions of courses at either Party change, the revised description will be submitted in writing to the other Party and reviewed to determine if and how the revised course will be applied to the Program.

5.3.8 Faculty supervisors at each institution listed in PART 3 of Appendix 1 shall hold a PhD in the field and be eligible for appointment as an adjunct faculty member at the partner institution. They shall also be eligible for membership in the College of Graduate and Postdoctoral Studies at USask and [XXXX at EdUHK](#).

5.3.9 Submission of the capstone project will follow the policies of JSGS and the College of Graduate Studies and Research at USask and the policies of [XXXX at EdUHK](#), including the submission and approval of a capstone project proposal and all ethics and risk management approvals.

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5.3.10 The capstone project will be presented jointly to USask and EdUHK via videoconference. The ~~project approval~~ Approval committee ~~Committee~~ will consist of the student's faculty supervisor, co-supervisor from the ~~other partner~~ institution, and two other faculty, including one from each institution.

5.4 Upon successful completion of the Program requirements, students will be eligible to receive a single Master of International Public Management and Administration degree with parchments issued by both USask and EdUHK.

6. ADMISSIONS PROCESS

6.1 To be considered for admission into the Program, all students will apply through USask by completing the application requirements and paying the posted application fee.

6.2. Completed applications will be reviewed by an Admissions Committee comprised of an equal number of faculty from both USask and EdUHK.

6.3 Students will be admitted to both institutions in accordance with normal procedures for entry into graduate-level programs and degrees at each institution.

6.4 All applicants will be subject to all USask rules, regular admissions criteria, and all legal requirements for entry into the Canada. In furtherance of this effort, USask will provide the customary supporting documents from the University to assist the process of each student's visa application.

6.5. All applicants will be subject to all EdUHK rules, regular admissions criteria, and all legal requirements for entry into the Hong Kong, China. In furtherance of this effort, EdUHK will provide -the customary supporting documents from the University to assist the process of each student's visa application.

7. PROGRAM COORDINATION AND DELIVERY

7.1 For all courses taught by JSGS faculty, the arrangement of the courses and the provision of the necessary teaching infrastructure is the responsibility of JSGS and USask.

7.2 For all JSGS courses, the content, delivery mode, and pedagogical assessment will be solely the responsibility of USask and JSGS.

7.3 For all courses taught by EdUHK faculty, the arrangement of the courses and the provision of the necessary teaching infrastructure is the responsibility of EdUHK.

7.4. For all EdUHK courses, the content, delivery mode, and assessment will be solely the responsibility of EdUHK.

7.5. Each institution will assign a staff member who will be the Program Coordinator responsible for the general oversight of this ~~agreement~~ Agreement. Each institution will confirm the name, title, and contact information of the Program Coordinator by August 1.

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7.6 It is the responsibility of each ~~party~~ Party to notify the other ~~party~~ Party should there be a change in Program Coordinator.

7.7 Subject to applicable Canadian, Saskatchewan, and USask regulations governing student privacy rights, the Program Coordinator at USask will keep the Program Coordinator at EdUHK informed of student progress while students are attending USask.

7.8 Subject to applicable Chinese, Hong Kong, and EdUHK regulations governing student privacy rights, the Program Coordinator at EdUHK will keep the Program Coordinator at USask informed of student progress while students are attending EdUHK.

8.2 USask will provide the customary supporting documents to each admitted student, including each student's enrollment data, letter of acceptance, and other related forms to assist with the process of each student's visa application.

8.3 EdUHK will provide the customary supporting documents to each admitted student, including each student's enrollment data, letter of acceptance, and other related forms to assist with the process of each student's visa application.

8. IMPLEMENTATION SCHEDULE

8.1. This Agreement takes effect from the date it is signed by both Parties.

~~8.2 USask will provide the customary supporting documents to each admitted student, including each student's enrollment data, letter of acceptance, and other related forms to assist with the process of each student's visa application.~~

~~8.3 EdUHK will provide the customary supporting documents to each admitted student, including each student's enrollment data, letter of acceptance, and other related forms to assist with the process of each student's visa application.~~

9. FINANCIAL PRINCIPLES

9.1 Students will make a single payment (the Program Cost) consisting of tuition plus a program fee (~~travel, accommodation, food and student fees and fees for travel, accommodation and food~~) to USask at the beginning of the Program. All students in the Program will pay the same rates for tuition and fees, regardless of whether they are a domestic or an international student.

9.2 USask will be responsible for transferring to EdUHK ~~the~~ the ~~(1) 50% of the program tuition amount;~~ (1) 50% of the program tuition amount; ~~(2) the amount required to cover needed for travel arrangements and student accommodation and food in Hong Kong in term Term 2 and Thailand in term Term 3; reimbursement for travel arrangements; and (3) 50% of the the agreed upon percentage of the program administrative expenses and that reflect the administrative work carried out by EdUHK 50% of the program tuition.~~ (2) the amount required to cover needed for travel arrangements and student accommodation and food in Hong Kong in term Term 2 and Thailand in term Term 3; reimbursement for travel arrangements; and (3) 50% of the the agreed upon percentage of the program administrative expenses and that reflect the administrative work carried out by EdUHK 50% of the program tuition. JSGS is responsible for finding accommodation for the students at USask. ~~APS~~ JSGS is responsible for finding accommodation for the students ~~at EdUHK~~ at EdUHK. EdUHK is responsible for procuring

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Commented [MOU8]: Since 8.2 and 8.3 can be moved to Section 7, this clause can be removed since it is covered in clause 11.1.

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flights for student travel to Saskatoon for ~~term-Term~~ 1, to Hong Kong for ~~T~~term 2, to Thailand in ~~term-Term~~ 3, and to their place of origination upon completion of the Thailand trip.

9.3 ~~The Program Cost~~ (tuition, student fees and fees to cover travel, accommodation and food for the coming academic year ~~plus program fee~~) will be reviewed annually by ~~December 31~~the appropriate bodies at both institutions and subject to their timelines. ~~for the coming academic year.~~ Any change to the tuition and/or ~~program fees~~ will be agreed upon by both institutions.

9.4 Students will be entitled to any and all benefits generally accorded USask graduate students while registered at and attending USask. This includes but is not limited to access to libraries and recreational facilities, and provincial health benefits, and supplementary health and dental benefits through the Graduate Students' Association.

9.5 Students will be entitled to any and all benefits generally accorded EdUHK graduate students while registered at and attending EdUHK. This includes but is not limited to access to libraries and recreational facilities, health benefits, and supplementary health and dental benefits.

9.6 Aside from costs specified in 9.2 above, it will be the responsibility of the students to pay all other living expenses while in Canada, Hong Kong, and Thailand.

10. APPLICABLE LAW AND JURISDICTION

10.1 This Agreement shall be interpreted in accordance with any applicable agreements between Canada and Hong Kong, China as well as the law of the Province of Saskatchewan and the law of Hong Kong and China.

10.2 The institutions agree to submit to the law of their respective countries and generally agreed upon standards of international practice for resolution of all disputes arising under this Agreement.

10.3 Subject to all applicable rules, regulations, and graduation criteria in Saskatchewan and Hong Kong, students who successfully meet the academic requirements for the Program will be eligible to receive a single Master's degree and a parchment from each of USask and EdUHK.

10.4 The decision to award or not award the degree by one institution will not be held binding upon the partner institution.

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10.5 The degree parchment and transcript from the University of Saskatchewan ~~will~~ may state "University of Saskatchewan, with/in collaboration with The Education University of Hong Kong."

11. AGREEMENT TERMS AND SIGNATORIES

11.1 This Agreement shall commence on the date of the last signature and shall continue for a period of five (5) years.

11.2 The ~~parties~~Parties may, by mutual agreement, revise the terms of the ~~agreement~~Agreement and any ~~attachments~~Appendices and negotiate changes during the term of its operation, with all changes being agreed in writing.



11.3 This Agreement may be terminated by either institution with a three (3)-month notice in writing. Should this Agreement be terminated, students admitted under the Program will continue to receive support for the time period stipulated above.

Commented [MOU12]: Or it to 6 months which allows more time to prepare for any changes make

Commented [FM13R12]: Agreed

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11.4 Any notice or change in connection with this Agreement shall be in writing by an authorized officer of the relevant institution and sent to the recipient institution by registered post to the recipient institution.

11.5 Any notice or change in connection to a specific course shall be in writing to the Program Coordinator of the relevant institution sent to the recipient institution by registered post to the recipient party.

11.6 Neither institution will incur any financial obligations resulting from the actions of the ~~other~~ institution without a prior agreement in writing to accept specific financial obligations. Any additional agreement pertaining to financial matters will be negotiated separately and will be based upon the availability of funds for each institution.

On behalf of The Education University of Hong Kong:

XXXX, Title _____ Date
The Education University of Hong Kong Title

XXXX, Title _____ Date
TitleThe Education University of Hong Kong

XXXX, Title _____ Date
The Education University of Hong Kong Title



UNIVERSITY OF
SASKATCHEWAN

On behalf of the University of Saskatchewan:



香港教育大學
The Education University
of Hong Kong

Dr. Anthony Vannelli
Provost and Vice-President Academic

Date

Dr. Beth Bilson
University Secretary

Date

Dr. Murray Fulton
Director, Johnson Shoyama Graduate School of Public Policy
University of Saskatchewan

Date

DRAFT

MEMORANDUM OF UNDERSTANDING

between

UNIVERSITY OF SASKATCHEWAN, Saskatoon, Canada

and

THE EDUCATION UNIVERSITY OF HONG KONG, Hong Kong SAR, China

Consistent with the cordial and cooperative bilateral relationship between Canada and Hong Kong SAR, China and in order to foster additional academic and scholarly collaboration between the University of Saskatchewan (USask), Saskatoon, Canada and The Education University of Hong Kong (EdUHK), Hong Kong SAR, China hereinafter referred to as the "Parties" or singularly "Party", these two post-secondary institutions have agreed to the following framework based upon principles of mutual equality and the reciprocity of benefits:

1. The Parties will explore opportunities to cooperate in various academic, research and scholarly endeavors in fields of mutual interest. This cooperation may include consideration of the following:
 - Exchanges and internships for students, faculty, and staff;
 - Introduction of new curricula;
 - Joint research projects;
 - Exchange of publications and training materials; and
 - Development of joint academic programming.

The primary areas of focus for this framework relate to public management and administration.

2. The specific details of these activities will be articulated and agreed to in separate written collaboration agreement(s).

These collaboration agreement(s) will include implementation plans developed through mutual consultation and negotiation and will be signed by both institutions in accordance with their own institutional policies.

3. Each party will appoint a coordinator to serve as a point of contact for this Memorandum of Understanding (MOU). At the University of Saskatchewan this person will be Dr. James K. W. Lee,

Executive Director, International, and at The Education University of Hong Kong this person will be Professor Darryl S.L. Jarvis, Head of Department of Asian and Policy Studies.

4. This MOU reflects the commitment of the Parties to collaborate as expressed, and is not intended to be legally binding in nature.
5. As a result of this MOU, neither Party will incur any financial obligations resulting from the actions of the other Party without a prior agreement in writing to accept specific financial obligations. Any additional agreement(s) pertaining to financial matters will be negotiated separately.
6. This MOU will be in effect from the date of final signature for a period of five (5) years, at which time negotiations can be opened for a renewal.
7. Either Party can terminate this MOU by giving six (6) months of written notice to the other.

On behalf of the University of Saskatchewan:

Dr. Anthony Vannelli
Provost and Vice-President Academic

Date:

On behalf of The Education University of Hong Kong:

Professor Lui Tai Lok
Vice President (Research and Development)

Date:

Master of International Public Management and Administration

MIPMA will provide an international learning experience for students, bring international students to the partner universities, increase the global impact of the partners, and serve the broader international community through the learning outcomes of the students.

Admission Requirements:

- a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- a cumulative weighted average of at least 75% (U of S grade system equivalent) in the last two years of study (i.e. 60 credit units)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86 is required with a minimum score of 20 in each area, or a minimum overall IELTS score of 6.5 with a minimum score of 6.0 in each area, or another approved test as outlined in the College of Graduate and Postdoctoral Studies Academic Policies.

Program Requirements:

A minimum of 24 credit units of coursework as follows:

Core Courses

- GPS 960.0 Introduction to Ethics and Integrity
- GPS 961.0 Ethics and Integrity in Human Research
- JSGS 990.0 Public Policy Seminar Series
- JSGS 801.3 Governance and Administration
- JSGS 808.3 Ethical Leadership and Democracy in Public Service
- PPG6605 Public Administration and Management in Asia (EdUHK requirement or 3 cu equivalent)
- PPG6003 Strategic Communication (EdUHK requirement or 3 cu equivalent)
- JSGS 992.6 Capstone Project

Restricted Electives

- 882.3 Strategic Management in the Public Sector OR JSGS 807.3 Statistics for Public Managers.
- PPG6006 Project Appraisal and Impact Analysis OR PPG6011 Human Resource Management (EdUHK requirement or 3 cu equivalent)

Master of International Public Management and Administration (MIPMA)

A two-parchment joint degree program delivered by the Johnson Shoyama Graduate School of Public Policy (JSGS), University of Saskatchewan (USask) and the Department of Asian and Policy Studies (APS), The Education University of Hong Kong (EdUHK)

December 10, 2019

1. Outline

Proposed Program Title

Master of International Public Management and Administration.

Rationale

The *Masters in International Public Management and Administration* (MIPMA), a two-parchment joint degree program offered by the University of Saskatchewan and the Education University of Hong Kong (EdUHK), would contribute to all four pillars of the University of Saskatchewan's International Blueprint for Action 2025:

1. Internationalizing learning experiences;
2. Diversifying our university community;
3. Strengthening our global impact through discovery; and
4. Growing our global citizenship and international community service.

MIPMA will provide an international learning experience for our students, bring international students to our university for a portion of their studies, increase our global impact by having a presence in an international collaborative education program, and serve the broader international community through the learning outcomes of the students (domestic and international) we will teach.

The JSGS Strategic Plan for 2016-2020 identifies three intersecting strategic directions that will guide the School's planning, programming, student recruitment, and faculty hiring: innovation, indigenization, and internationalization.¹ The latter, internationalization, is to be "...a pervasive strategic direction as the School engages in global policy debates and prepares students to be global citizens with the intercultural competencies future leaders increasingly require." The MIPMA program thus addresses the core of one of our three strategic directions.

In addition to furthering our University's and School's goals, this program will be instrumental in making the University of Saskatchewan (USask) the "university the world needs." Students in western countries, in Africa, and in Asia increasingly need to know more about public management in each others' regions. Graduate public administration taught at the University of Saskatchewan (as is the case for other Canadian university programs) has a strong Canadian focus. Yet both international and domestic graduate students at our institution will, during the course of their careers, need a broader exposure that includes international public management. Some public management problems (climate change, for example) are by their nature global, or at least span more than one continent. In other cases, such as international trade and security, sound public management in Canada requires knowledge of institutions and processes in more than one country. Similarly, public managers in other countries need knowledge about the Canadian and North American setting to facilitate collaboration for mutual and global benefit. The importance of China/Asia in the global community makes it especially important that there be a better mutual understanding of government operations, opportunities, and challenges between east and west.

¹ http://www.schoolofpublicpolicy.sk.ca/documents/other/JSGS%20Strategic%20Plan%202016_2020_FINA_L.pdf

Our increasing international student demand for the Masters of Public Administration (MPA) program on the JSGS Saskatoon campus means we have applicants, and a student body, with interests and experiences well beyond the Canadian setting. We believe that at least a portion of our applicants will have an interest in comparative Canada-Asia public management training. In addition to potential applicants from Saskatchewan and Canada, the two-parchment joint degree we are proposing will appeal to students from mainland China and Africa. We see this as an opportunity to provide a highly marketable education for careers within Canada and China, as well as in NGOs with activity in these two regions and beyond.

As one of the top-ranked universities in Asia, EdUHK is an ideal partner for the MIPMA program. According to the 2018 QS World University Rankings, EdUHK is ranked 323nd in the world in the field of Social Science and Management. In 2019, it ranked in the 701-800 range in the Academic Ranking of World Universities; within the Education subject area, EdUHK ranked 18th. EdUHK has an excellent public management and policy group. For example, the department head, Darryl Jarvis, has a very strong research record, one that is comparable to the best of the JSGS faculty.

With our established MPA graduate program, the JSGS is well-positioned to expand and diversify its program offerings to an international collaboration focused on comparative east-west public management. As identified in our strategic plan, internationalization is a key direction for our School. Our Canadian students interested in careers with an international component increasingly need this broader education. Potential international students will have career interests well beyond Canada and will benefit from a program with an explicit international public management component.

Relationship and Impact of Implementation

The MIPMA program will allow the JSGS to increase enrolment at the USask campus by approximately 30 students per year in the first year or two after the program is approved. It is then expected that enrolment would rise to approximately 60 students per year once the program is established. As will be discussed below, students will be in residence at USask for one term.

The students will be new applicants with interests in international public management. The specific foreign study and residency requirements of MIPMA will appeal to students with an interest in international studies. Our partner university, EdUHK, has undertaken a marketing survey to gauge student interest (results presented below).

There is no reason to believe that the attraction of the existing JSGS MPA or MPP programs will be affected by the addition of MIPMA. Students in the existing MPA and MPP programs are interested in the particular Canadian context that these programs offer, and thus would not likely be drawn to MIPMA.

The MIPMA course requirements that will be offered during the term at USask will be a selection of our existing MPA courses. Thus, we will not need to develop new courses. To the extent that the JSGS courses that comprise our MIPMA offerings overlap with those of our MPA/MPP program, students in our existing programs will benefit from the experiences and perspective of the MIPMA students. Given the 'lumpiness' and discontinuities of class sizes, having additional students for some of our classes may allow more efficient use of teaching and classroom resources.

The JSGS does not currently have the faculty resources to teach the three additional courses required for our MIPMA contribution. The capstone/major project requirement of the MIPMA will also require some local resources for the design, management and evaluation of projects. As a result, it will be necessary to hire a Lecturer for these purposes. As well, additional staff will be required to administer the program.

Once the program is approved, we would move immediately to hire the necessary new faculty and staff. The financial resources necessary for this hiring will be available with proper budgeting.

In addition to the new faculty/staff resources required, we anticipate that professionals and practitioners with interests in the projects, including our executives in residence, will be a source of guidance and management.

Fit with JSGS and Priorities

The JSGS Strategic Plan includes striving “.... to assume national scholarly leadership and to transfer our findings into critical national and international policy debates.” The JSGS has three intersecting strategic directions to guide the School’s planning, programming, student recruitment, and faculty hiring: innovation, indigenization, and **internationalization**. The School’s Strategic Plan makes a commitment that, “Internationalization will also be a pervasive strategic direction as the School engages in global policy debates and prepares students to be global citizens with the intercultural competencies future leaders increasingly require.” Further, an important part of our student experience is to provide opportunities for exposure to, and participation in, international policy settings. The addition of the MIPMA program will be instrumental in meeting our goals through attracting more international students, providing our students the opportunity to study in an international setting and providing for an education in foreign public management for students in the program.

2. Anticipated Demand

Increased trade between China and Canada, cross-cultural exchanges, the growing importance of government organizations and NGOs focused on global problems like water and food security, climate change and environmental challenges and international migration all imply the need for professionals with knowledge of public management processes in both Canada and China. Similarly, Canadian businesses with interests in China and Chinese businesses with interests in Canada will need to understand and navigate government structures and regulations in the other country. The current tensions between Canada and China further underscore the need for opportunities for students to understand the way in which policy is formulated and implemented in two different systems.

Graduate public management training in Canadian universities is predominantly about public administration or management *in Canada*. For most of the history of public management, international borders have circumscribed the content of public management programs. In business management programs (e.g., MBAs), recognition of the importance of the international context is well-established and has become an integral part of these programs. While the focus on China in our proposed MIPMA program necessarily limits the study of public management to a single foreign country, China is the optimal choice for such a country. China’s global importance in almost every aspect of private and public life makes some understanding of its public management crucial. While Canada’s quantity of trade and day-to-day operations with other countries is currently concentrated in the United States and western Europe, the institutions and public processes in these countries are sufficiently like those in Canada that a basic understanding is already implied. With the proposed MIPMA program, the JSGS is uniquely positioning itself to provide graduate training in east-west comparative public management that is not available elsewhere in Canada.

EdUHK is undertaking a major recruitment campaign in mainland China for its programs, including MIPMA. As part of this campaign, EdUHK undertook a survey of potential students in China to assess demand for the MIPMA program. The survey resulted in 174 completed on-line questionnaires (the survey participants were largely undergraduate students; they came mainly from Guangzhou (53%), Jiangsu (13%), Shanghai (11%) and Zhejiang (9%)). As high as 88% of respondents viewed the MIPMA as either “very attractive” or “attractive.” As high as 76% said either “definitely yes” or “probably yes” in terms of the programme’s appeal to them. When asked whether the combined tuition and program fees of

HKD 300,000 (approximately \$50,000) was acceptable, 54% of the respondents said, “highly acceptable” or “acceptable.” Participants in the survey were invited to comment on the importance of the proposed courses. Almost 46% of respondents considered them “very important” while 46% of respondents considered the proposed core courses “important.” In rating the significance of different learning and teaching activities for this programme, 84% considered the overseas exposures to Canada “very important” and “important,” 69% considered the overseas exposure to Thailand “very important” and “important,” and 88% considered the Capstone project “very important” and “important”. These results provide strong support for the unique design of the programme. Survey participants strongly believed that graduates from the program will successfully obtain the following skills: global perspective (96%), communication skills (98%), critical thinking skills (97%), problem solving skills (97%) and career development skills (95%). The survey also found that almost all the participants believed that this programme would be helpful for their career development (93%); they believed that this program is very helpful for graduates to well equip themselves in the following sectors: government (93%), executive/management (94%), non-governmental organizations (94%), media and/or public relations (91%). The results from this survey are very similar to an earlier survey conducted by EdUHK that included 409 respondents. The earlier survey focused on a dual degree, rather than the two-parchment joint degree that is proposed.

Full survey results are provided in an attachment.

Both the JSGS and the EdUHK will launch a major advertising campaign as soon as all program approvals are in place. In addition to the usual public administration venues, we will also advertise in international venues and we will rely very heavily on social media (particularly WeChat in China). Students applying to our current MPA program, who are fully qualified but whom we cannot offer admission, will be advised of the MIPMA program in case they are interested in an international experience. All USask recruitment resources applicable to potential applicants to the MIPMA will be utilized. We anticipate that, in 2-3 years, the MIPMA program will attract approximately 30 students a year, with this number rising to 60 students a year once the program is established.

3. Description of Program Characteristics

The JSGS website and the College of Graduate and Postdoctoral Studies websites will provide a description of the Master of International Public Management and Administration, featuring the international study component. The application deadline will be June 1, for a January 1 start.

Admission Requirements:

- a four-year honours degree, or equivalent, from a recognized college or university in an academic discipline relevant to the proposed field of study
- 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)
- Language Proficiency Requirements: Proof of English proficiency may be required for international applicants and for applicants whose first language is not English. A minimum overall TOEFL score of 86 is required with a minimum score of 20 in each area, or a minimum overall IELTS score of 6.5 with a minimum score of 6.0 in each area, or another approved test as outlined in the College of Graduate and Postdoctoral Studies Academic Policies.

All students must be admitted to both USask and EdUHK. To simplify admissions, all applicants will apply through USask. Completed applications will be reviewed by an admissions committee comprised of an equal number of faculty from both USask and EdUHK. Once the admission decisions are made by this committee, recommendations for admission will be sent to the College of Graduate and Postdoctoral Studies for processing. The successful applicants will then be admitted to USask; they will also be

admitted to EDUHK through a procedure determined by EdUHK (their suitability for admission will have already been determined by the admissions committee).

Course Structure, Major Project and Venues

The MIPMA program will consist of 24 CUs, taken over a 3-term period. A cohort of 30 (eventually 60 students once the program is established) will take three classes (3 CUs each) at each of the two partner universities, in sequence, for a total of 18 CUs of coursework. During the third term, students will take an additional 6 CUs while completing their Capstone project.

The program will follow the following timetable. Term 1 of the program will be February-May (beginning 2021) and will be delivered at USask in Saskatoon. At the end of May, the entire cohort of students will re-locate to Hong Kong for Term 2 (June-Aug). The Capstone Project will be developed and written in the third term of the program. The students will spend the beginning of the third term in a field school at Naresuan University in Thailand, where they will be given instruction in how to undertake their project and provided with an opportunity to begin their project with supervision close at hand. The students will complete their project in a location that is suitable for them and their team members. Supervision of projects will take place through video- and audio-conferencing during September-December. A final presentation of the project will take place in a mini-conference via video-conferencing.

The timing of the program was chosen to provide relatively inexpensive housing for students. The demand for student housing in the September-May period in Hong Kong is very high and it is difficult to find affordable housing either on or off campus. As a result, it was decided to have the students attend EdUHK during the summer when low-cost student residences are available. To accommodate this, students begin the program at USask in February. The February-May period is also a good time for student housing in Saskatoon, since there is typically a falloff in demand for student residences during this period. Naresuan University was chosen as a location for the field school and project work for a couple of reasons. First, student accommodation is very affordable. Second, Naresuan University is at the crossroads of several of the major policy issues (e.g., climate change, migration) that are currently confronting the region. As a result, it is an excellent location for students to get together to think about public policy problems and solutions.

The Naresuan University connection is through the EdUHK, who have been working with them for a number of years. One of the benefits of international programs is that they open students up to new experiences and networks. The addition of time in Thailand to the MIPMA program adds an added international dimension and offers the opportunity for students to have a truly unique graduate experience. In this case, it is not just the students that benefit – the connection to Naresuan University would not have come about with the connection with EdUHK.

An important part of the program is the project. Projects will be team-based – in addition to making more efficient use of resources, team projects are highly reflective of the work environment the students will experience once they graduate.

The marking scheme for the course work begins with the premise that all group members will receive the same grade; based on this premise, all students in a group are assigned the same interim grade based on an evaluation of the team's work by a group with membership from both universities. Through peer evaluation, the option exists for the final grade of specific students to be adjusted upward or downward depending on their contribution to the work of the team.

A set of project ideas will be identified by faculty/practitioners at USask and EdUHK at the beginning of Term 1. During Term 1, there would be weekly meetings of the student cohort with the course instructor(s)/supervisors to determine student interests and the best matches between projects and

students. As much as possible students will be accommodated in allocating them to 5-person project teams. Students will also have input in defining the details of the projects. Project teams will be finalized as early as possible, and in any case, no later than the end of Term 1, to allow students to make plans and do some background work during their course work at both USask and EdUHK. This timing will allow the students to utilize/compare what they have learned at the two universities and to begin field work immediately following completion of their course work.

With five students per project, and with an intake of 30 students, at least six projects will be offered, with three overseen by faculty at USask and three overseen by faculty at EdUHK. For a student body of 60, at least 12 projects would be offered, with six overseen at each university. An academic supervisor, as well as professionals or practitioners in the field (as much as possible), will be assigned to each project. Interested supervisors can submit their project ideas up to one-month before the beginning of Term 1. The ‘contractual’ relationship between students and supervisor is one of mutual benefit. In addition to completing program requirements (on the part of the student) and carrying out assigned duties (on the part of the faculty member), the students may have the opportunity to provide research assistance to the faculty member, while the faculty member, in addition to supervising the student(s), will assist in the dissemination of the results of the project. Student interests will be considered as much as possible in forming project teams.

Supervision will occur both in person (during stays in Canada, Hong Kong and Thailand) and virtually (after the students leave Thailand and/or when students are at university where the supervisory is not located) using video-conferencing (e.g., Zoom, Skype) and e-mail.

In addition to the JSGS courses, all students will need to register in additional courses required by the College of Graduate and Postdoctoral Studies:

- JSGS 990 Public Policy Seminar Series (0-credit course, continuous registration required)
- GPS 960 Introduction to Ethics and Integrity (0-credit online course, taken first term of study)
- GPS 961 Ethics and Integrity in Human Research (0-credit online course, taken first term)

Credit for coursework delivered by each of EdUHK (9 CU) and USask (9 CU) will be transferred to the other university. Coursework delivered at Naresuan University in Thailand will be delivered by faculty from both universities and thus credit does not need to be transferred.

The structure of the 24 CUs would be as follows:

Term 1 (February-May) — 9 CUs; Location: USask

Core Courses:

JSGS 801 Governance and Administration (3 CUs)

JSGS 808 Ethical Leadership and Democracy in Public Service (3 CUs)

Restricted Elective:

JSGS 882 Strategic Management in the Public Sector (3 CUs) OR

JSGS 807 Statistics for Public Managers (3 CUs)

Term 2 (June-Aug) — 9 CU; Location: EdUHK

Core Courses:

PPG6605 Public Administration and Management in Asia

PPG6003 Strategic Communication

Restricted Elective:

PPG6006 Project Appraisal and Impact Analysis OR

PPG6011 Human Resource Management OR

Another course approved by EdUHK

Term 3 (Sept-Dec)—6 CUs:

Orientation and instruction for the 6 CU Capstone Project at Naresuan University in Thailand delivered by Co-Programme Leader, APS, EdUHK + Co-Programme Leader, JSGS, USask (6 weeks);

6 CU Capstone Project:

Students, in teams of five, will be assigned to projects, at the latest, by the end of Term 1 (February-May). Students will meet with the course instructor(s)/supervisor and selected faculty and practitioners to develop the details of the projects and match student teams with projects. The initial project ideas will be provided by the JSGS and EdUHK faculty/coordinators, focussing on public management problems, ideally of interest to both China and Canada, that could be addressed through a combination of field work, analysis and writing within a conceptual framework.

Academic supervisors, as well as professionals or practitioners in the field (as much as possible) will be assigned for each project. Interested supervisors can submit their project ideas up to one-month before the beginning of Term 1. We will investigate Mitacs funding for some of these projects. The ‘contractual’ relationship between students and supervisor is one of mutual benefit. In addition to completing program requirements (on the part of the student) and carrying out assigned duties (on the part of the faculty member), the students may provide research assistance to the faculty member, while the faculty member, in addition to supervising the student(s), will assist in the dissemination of the results of the project. Student interests will be considered as much as possible in forming project teams. Final reports will be submitted to and evaluated by a group with membership from both universities. Final reports (part of JSGS 990) will be presented in a virtual mini-conference in mid-December.

Table 1: Summary program structure, one calendar year

Location	Term 1 (Feb-May)	Term 2 (June-Aug)	Term 3 (Sept-Dec)
Saskatoon	1. JSGS 990; GPS 960 and 961 2. JSGS 801 Governance and Administration (3 CUs) 3. JSGS 808 Ethical Leadership and Democracy in Public Service (3 CUs) 4. One of: JSGS 807 Statistics for Public Managers (3 CUs); JSGS 882 Strategic Management in the Public Sector (3 CUs); or another course approved by the JSGS		
Hong Kong		1. PPG6605 Public Administration and Management in Asia P2. PG6003 Strategic Communication 3. PPG6006 Project Appraisal and Impact Analysis or PPG6011 Human Resource Management or another course approved by EdUHK	
Thailand and Saskatoon/Hong Kong			6 CUs Capstone project instruction and supervision by Co-Programme Leaders at EdUHK and JSGS. Orientation and instruction at Naresuan University. Teams of 5 students each (formed during Term 1) will conduct field work and prepare their reports, followed by a 2-week virtual mini-conference to present project results
CUs	9	9	6

4. Comparison with Similar Programs

The MIPMA program is unique in that it is a two-parchment joint degree program. Most international collaborative programs are dual degree programs where students do the course work at both universities and then write a common project or thesis. Students then receive two degrees, one from each university. In contrast, some collaborations take the form of a joint degree where the two universities develop a common program and then, through a process where the universities are officially accredited to provide a degree in the other jurisdiction, jointly offer a single degree with a single parchment.

The proposed MIPMA program differs from these standard cases. It is not a dual degree, because the two universities involved (USask and EdUHK) are not each offering their own unique program and the students are not doing the course work for two degrees. It is a joint degree to the extent that the two universities involved have developed a single curriculum and have agreed on a method of teaching that allows this curriculum to be delivered in a coordinated fashion. However, it is not truly a joint degree, because the accreditation necessary to allow the degree to be jointly awarded by the two universities has not been obtained.

Instead, the MIPMA program is a two-parchment joint degree program. Students completing this program could, if they so desire, receive two parchments, one from each university. Since students are enrolled in both USask and EdUHK, they can request a formal transfer of credits from the other university. Based on the courses they took at each university and the credits that are transferred from the other university, students would be able to receive a parchment from both universities. The parchment, however, would refer to the same degree – students would only complete one degree. The parchment received from USask would clearly indicate that the degree was done with the collaboration or in partnership with EdUHK; the students' transcripts would also contain a similar message. Thus, there is no opportunity for students to claim that they have received two degrees.

Given this unique structure, it is difficult to find comparator programs that completely match MIPMA's characteristics. Thus, two separate comparisons were undertaken. The first, shown in Table 2, shows a list of Masters programs in Canada that have a requirement of 24 CUs. All of the programs listed are in the political science or public administration area, making them comparable to MIPMA in terms of program content. As Table 2 shows, in most of the cases the programs require 18 CUs of course work and a major project/paper worth 6 CUs. This structure is the same as the MIPMA structure.

Table 3 shows a comparison of MIPMA to international public management and administration programs. As can be seen from the table, most of the existing international programs take the form of dual degree programs. As a result, they are typically longer in length than MIPMA. Tuition, however, is roughly similar between MIPMA and the comparators. Given the shorter time to completion for the MIPMA program, it is expected that it will be competitive with the other international programs. The results of the survey conducted by EdUHK support this conclusion.

Table 2: Comparator programs with similar credit unit structure to MIPMA

University/Degree	Couse work	Major project	Total Credit Units
University of Ottawa, MA, Public Administration, “Masters with Research Paper” option	6 courses 18 CUs	6 CUs major paper	24 CUs
University of Guelph, MA Political Science, “Course work and major research paper option”	6 courses of .5 credits (equivalent to 18 CUs U of S)	Research paper 1 credit (equivalent to 6 CUs U of S)	24 CUs
Royal Military College of Canada, Master of Public Administration, “The Research Pattern” option.	6 Courses 18 CUs	6 CU (thesis)	24 CUs
Memorial University, MA Economics, non- thesis option	26 credit hours in graduate economics courses, including a Masters essay course		26 CUs
University of Northern BC, MA Political Science	5 courses 15 CUs	Project 9 Cus	24 CUs
U of S, MA Political Science	18 CUs	Project 6 CUs	24 CUs

Table 3 Comparison of the MIMPA program to international public management and administration programs

	JSGS USask/ APS EdUHK	Tsinghua Univ/Univ of Geneva	Peking Univ/London School of Economics and Political Science
Degree	Two-parchment Joint Degree, Master of International Public Management and Administration	Double Degrees – Master of Public Policy for Sustainable Development Goals	Double Degrees - Master in Public Administration and Government
Admission req.	IELT 6.5 in each part, 4-year degree, 75% average in final two years	4-year degree, IELT 7.0 or- TOEFL 92	4-year degree, IELT overall 7.0
Residency required, possible	Residence of one term at each of USask and EdUHK	2 semesters at Tsinghua; Internship in summer; 2 semesters at Geneva; 1 semester in Tsinghua for thesis	Residence of one term at each of PKU and LSE
Structured/Flexible	Structured cohort, two terms of courses, one term for a major project	2.5 years, 5 semesters	Structured cohort, one year of courses and dissertation in each university
No. of courses	2 terms of 3 (3 CUs) courses per term, plus a major project (6 CUs) in term three	Info n/a	1 term of 4 courses at PKU and 1 term of 3 courses at LSE
Tuition	CDN \$25,000 Travel, housing and food for the period of time that students are in residence (approximately 8.5 months) is covered by a program fee of approximately \$25,000. Once students return home they are responsible for their own housing and food.	CDN \$23,467	CDN \$54,254
Other	Groups conduct Capstone project with professional/ practitioner participation		The 2 universities also offer Double Master Degrees in International Affairs with tuition of CNY 95,000 / 22,608 pounds

Table 3 continued

	Renmin Univ of China	Univ of Hong Kong	Univ of Hong Kong / University of Southern California
Degree	Single degree in M.Sc. International Master of Public Administration and Policy	Single degree in Master of International and Public Affairs (IMPA)	Double degrees in Master of Global Public Policy
Admission req.	4-year degree, English competency, under 40 years old	4-year degree, English competency	4-year degree, 5-10 years of work experience, IELTS of 7.0
Residency required, possible	Residence of 2 terms	Residence of 2 terms	5 residential weeks in Los Angeles, Shanghai, Beijing, and Hong Kong
Structured/Flexible	2-year program – 33 credit hours in course work and a thesis within 2 years	Structured cohort, 2 years of part- time or 1 year of full-time	5 weeks of lectures in 4 countries, 40% of the courses will be online
No. of courses	Minimum 33 credit hours and thesis	8 courses plus a capstone project	Info n/a
Tuition	CDN \$23,467	CDN \$23,967	CDN \$84,359
Other		Elective courses include overseas study at Peking, John Hopkins, George Washington, and Seoul universities with additional costs	Not available this year; TBD next year. Information limited at this time.

Table 3 continued

	University of Ottawa/Wuhan University	Columbia School of International and Public Affairs
Degree	Master of Arts International and Public Affairs	Master of International Affairs. Dual Degree options under the auspices of the Global Public Policy Network (GPPN) including Lee Kuan Yew School of Public Policy Singapore (Master of Public Policy), Tokyo: University of Tokyo Graduate School of Public Policy (<i>Master of Public Policy</i>)
Admission requirement	Undergraduate degree with min 75% average, must have basic knowledge of economics, must pass the computerized Test of English as a Foreign Language (TOEFL), proof of proficiency in English or French	Bachelor's degree, provide valid GRE or GMAT test scores, at least 100 on the TOEFL Internet-based exam, 7 on the IELTS exam, or 68 on the PTE exam
Residency required, possible	Wuhan students may take 3 years at home University, the fourth undergraduate year at U of Ottawa, and then be admitted to the Master's program at U of Ottawa	For example, first year at Columbia, second year in Singapore
Structured/Flexible	Structured program, though small core and large number of electives; in the second year an international exchange is facilitate	Flexible, select from economics, statistics, the politics of policymaking, and management
No. of courses	3 years (39 CUs), 1 st yr--6 courses first year, 2 nd yr--4 elective seminars, a capstone seminar and a research paper, 3 rd yr +---four optional courses, a capstone seminar and research paper	21 months total, dual degrees require one year on each campus; Core plus specialization
Tuition	Approximately CDN \$24,000	Students pay fees at the University where they are in residence. For example, Columbia \$34,000US for year one, \$17,000-44,000 yr 2 depending on subsidies. Students look after their own accommodation/travel
Other		

5. Resources

The expected tuition for the MIMPA program is \$25,000 CDN (approximately \$147,000 HKD). We will apply for a waiver of the international differential for this program since most of the students will be international, the international differential is effectively included in this price. In addition, students would pay a program fee of approximately \$25,000 CDN to cover accommodation, travel, food and associated administration and contingency costs.

A single payment of the tuition and the program fee (the total amount is referred to as the Program Cost) for the full 12-month program would be paid to USask at the beginning of the program. This payment mechanism is novel, at least for USask. Based on their knowledge of student demand in Asia, EdUHK has proposed that students pay an 'all-inclusive' Program Cost that would include program tuition and the fees required to cover accommodation, travel and food. All students would pay an identical total Program Cost. The fixed Program Cost appeals to both students and parents who want to know the full cost of their program.

USask will be responsible for transferring to the EdUHK the amounts needed for accommodation in Hong Kong in Term 2 and Thailand in Term 3, reimbursement for travel arrangements and 50% of the program tuition. JSGS would be responsible for finding accommodation for the students at USask. EdUHK will be responsible for procuring flights for student travel to Saskatoon for Term 1, to Hong Kong for Term 2, to Thailand in Term 3, and to their place of origination upon completion of the Thailand trip.

A formal contract between USask and EdUHK will provide details on when and how payments by students and transfers to EdUHK will be made. The amount and timing of non-refundable deposits by students will be identified. Further, the itemized composition of student fees that cover accommodation and travel, and the associated administration, insurance and contingencies associated with these expenses will be included.

Out of the total Program Cost collected we will ensure full cost recovery for transportation, accommodation and other non-tuition costs including administration and contingencies. The contract between the two universities will set out a process for managing changes to the Program Cost over time due to tuition changes, or changes in airfare or accommodation costs.

We will also outline the steps that will be taken in the event that students are not able to complete the program, either because of something that happens to them (e.g., they take ill) or because of something that happens to our partner university EdUHK. If students experience something that prevents them from completing the program, they will have the option of withdrawing from the program or remaining in the program and completing it in the future. Depending on the circumstances, travel and accommodation may be partially refunded. In some situations, it may be necessary to offer the students a transfer to a different program (e.g., the MPA program, either online or in-person, at USask).

If something happens and the program cannot be offered with EdUHK (e.g., one potential issue is social unrest in Hong Kong), then the students in the program will be accommodated by allowing them to complete the MIPMA program at USask. This will be done by finding courses at USask that are deemed to be equivalent of those offered at EdUHK (e.g., NORD 835 (Professional Communication) could be easily revised to provide an equivalent for PPG6003 Strategic Communication; JSGS 882 would be an equivalent to PPG6011 Human Resource Management) and by hiring sessionals with the appropriate expertise and background. Students would also be given the option of transferring to the MPA, either online or in-person.

Faculty Resources. Given that the JSGS does not currently have the faculty resources to teach the three courses, nor to provide the academic oversight of the projects, it would be necessary to hire a 0.5 Lecturer

position to do so. The financial resources necessary for this hiring will be available with proper budgeting. Once the program is established and we move to 60 students a year, an additional 0.5 Lecturer would be required and would be hired. Faculty will require some travel and research resources for the major projects. If we have five projects per year housed at USask and allow a maximum of \$2,000 per project for faculty travel and accommodation, the total cost will be \$10,000 a year. The annual cost of a Lecturer would be roughly **\$110,000** (including benefits).

Administrative Resources

The nature of this program, given the collaboration/coordination with the EdUHK, the influx of 15-30 non-USask students arriving each year, the summer project, and travel and accommodation for foreign students, means that the existing staff complement will not be adequate. We anticipate that one new half-time Program Coordinator (\$40,000) and one half-time Program Administrator (\$27,000) will be required. It is anticipated that the financial monitoring and management of fees destined for varying purposes within the University (tuition, accommodation, travel and other student fees) and transfers to EdUHK, as well as dealing with contingencies will demand a fairly high level of administration. We anticipate the need for a financial manager at a cost of about \$80,000/ year. Thus, a total of **\$147,000** per year will be needed. This cost would be covered by program tuition.

Teaching Resources (Courses Available)

All courses required for the USask portion of the MIPMA are already being offered. An increase in the number of students can be logistically managed provided the administrative resources (see above) are made available.

Student Financial Support

Although the bulk of their costs will be covered by the program fee, students may incur costs for travel and accommodation as part of their major project work to be undertaken during the Sept-Dec term. In addition, some students will not be able to cover the Program Cost. To address these issues, the program will make funds available through one or more scholarships. This student support will be covered by tuition and is budgeted initially at \$50,000 per year.

In addition, an annual advertising budget of \$10,000 is needed, as well as \$10,000 annual technical assistance, and \$5,000 for travel liaison with EdUHK faculty and administrators.

The EdUHK has identified several costs at their institution. These costs will be covered by their portion of the tuition. The costs are:

1. EdUHK will appoint one full-time Executive Assistant (EA) dedicated to program management and logistical arrangements
2. Travel and accommodation costs for APS staff to USask
3. Travel and accommodation costs for APS staff (academic and EA) to Naresuan University, Thailand
4. Service fee (contract for service per student) Naresuan University for summer school program, student placement and fieldwork
5. Program promotion & advertising
6. Staffing costs as per EdUHK charge out rates per hour

Implementation Steps

1. Establish the means to secure accommodation for the students for their Term 1 of studies, and potentially the returning part of the cohort for the following Sept-Dec terms (for their major project). This includes discovering how this is done in Hong Kong's existing programs.
2. Develop a formal contract between USask and EdUHK

3. Possible re-design of some of the classes. For example, we would want JSGS 801 Governance and Administration to focus on the political system in Canada, the United States and Europe and not just Canada. This is a change we have been contemplating for some time and is not dependent on the approval of MIPMA.
4. Hire new faculty and staff.
5. Marketing.
6. Ongoing monitoring of the financial strengths of the MIPMA, including a thorough assessment at the end of year 3 to determine the financial viability of the program.

Budget (Table 4)

The budget presented below makes the following assumptions:

1. The collection of program fees to cover accommodation, food and travel is neither a part of costs or revenues as it will simply pass through the University or School. There may be a small amount retained to cover risks, though this is not represented here.
2. While all fees will be collected by USask, 50% of the program tuition revenue will be transferred to the Education University of Hong Kong.

Table 4: Budget, USask Program Tuition Revenue and Expenses

	Year 1 (2021) ¹	Year 3 (long-run) ²
50% of Program Tuition revenue³	\$ 375,000	\$750,000
Lecturer	50,000	110,000
Administration staff	67,000	67,000
Financial Manager	80,000	80,000
Advertising	10,000	10,000
Technical support	10,000	10,000
Scholarships	50,000	50,000
Liaison with HK (travel)	5,000	5,000
Total Cost	\$282,000	\$332,000
Net Revenue	\$7,000	\$418,000

¹This assumes a total of 30 students, with 50% of the tuition coming to USask

²This assumes the longer-term projection of 60 students (tuition revenue for 30 students coming to each university)

³Final tuition amounts will be determined jointly with EdUHK, but \$25,000 CAD seems reasonable.



香港教育大學

The Education University
of Hong Kong

Department of Asian & Policy Studies

Faculty of Liberal Arts & Social Sciences

Strategic Communication
PPG6003

Semester II

Strategic Communication

PPG6003

Syllabus and Course Information

Course Instructor:

- Dr. Chan Lih-Shing, Alex

Contact Information:

- Office: DID (852) 2948 7852
- Email: alschan@eduhk.hk

Student Consultation Times:

- Venue: B2-2F-36
- Please email to make an appointment

Department of Asian and Policy Studies

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Web: [Department of Asian and Policy Studies](#)

Address: Room 45C, Block B1
The Education University of Hong Kong
10 Lo Ping Road, Tai Po, N.T.

Department Office Hours

Monday to Friday: 8.30am – 1.00pm
1.00pm – 5.20pm

Essay and Assignment Writing Tools

Before you commence writing essays and assignments for this course you are required to read the following:

- A Tutorial on Citing References
- How to Cite Sources
- How to Write Essays
- Assignment Cover Sheet (required for all written assignments)

These materials are available at the following link:

[Department of Asian and Policy Studies](#)

Course Description

In the contemporary world, there is a growing need to strategically manage how an organization interacts with constituents, customers, end users, shareholders and the public-at-large. Due to the explosion of both social consciousness and technical capabilities, no business or government is immune to public scrutiny and rigorous oversight.

The course introduces the concepts and principles that underpin strategic communication in organizations by focusing in three main areas – understanding human communication, understanding contemporary communication environments and new media, and critical analysis of the applicability and concept of strategic communication.

In this course, students will learn the fundamental concepts, tools, techniques, and applications of strategic communications, gaining an understanding of the rationale for strategic communications and be exposed to a thorough methodology for planning and implementing a strategic communications campaign. At the end of the course, students will have the tools and perspective needed to design and implement an effective strategic communications campaign at their agency or business.

Learning Objectives and Outcomes

Upon successful completion of this course, students should be able to:

- Demonstrate critical understanding of communication theory and its relevance to an appreciation of the complexity of human communication
- Critically analyse the role and the use of strategic communication in the contemporary communication environment
- Evaluate prospects for successful strategic communication in a variety of situation

PPG6003 Strategic Communication

Course Assessment

The assessment for this course consists of the following:

Assessment Item	Grade Weighting	Due Date*
Group presentation	20%	Week 12 and 13
In-class discussion:	20%	Continuous
Written Assignment	30%	Week 14, Friday 6pm
Final Examination	30%	TBC
Total	100%	

***Please note that in the interests of equity there are penalties for the late submission of work.**

Explanation of Assessment Items and Assessment Philosophy

Assessment in this course is via a variety of mediums:

1. Seminar Participation
2. Group Presentation
3. Written Assignment
4. End of Semester Examination

The spread of assessment types is designed to allow students to excel in assessment mediums best suited to them, but also to expose them to other forms of assessment that encourage different learning skill sets and which require different learning strategies.

In the instance of assessment types 1 and 2, for example, attendance is required but the learning skills are different. Note taking, learning to prioritise and summarise information and to assess critically the information presented, will be required. Students who ignore practicing these skills will find that their performance in the end of semester examination will be compromised since they will be ill equipped to handle the questions posed or formulate a response with clearly summarised arguments, well prioritised information and critical insight.

Likewise, the reading required for preparation of essays, the skills practiced in the construction and development of an argument as well as the critical assessment of the arguments of others will prove invaluable in terms of the student's ability to assess the weekly required seminar readings and participate effectively in class discussion.

Students are therefore strongly encouraged to fully participate in the course, ensuring that they regularly attend seminars as well as complete assignments on time.

Description of Assessment Items

Group Presentation (20%)

Students form themselves into a group of five or six.

- Each group has to choose from one of the following topics:
 - Crisis management for public utilities/government/government departments/NGOs
 - Strategic communication plan for government departments/public utilities/political parties/NGOs
 - Media management for political campaigns/government/government departments/NGOs/political parties
 - Issue management/reputation management for government/government departments/public utilities/political parties/NGOs
- The presentations are scheduled in seminars between weeks 12 and 13.
- Each group will have 30 minutes to conduct their presentation.
- There will be a short Q & A section after each presentation

Written Assignment (30%)

- Based on the presentation topic, each group has to produce a written assignment (5000 words maximum, excluding reference list).
- Identify and describe the mode of management/communication plan.
- Problematize the topic within relevant social/historical context.
- Analyse or evaluate whether the current plan/management is efficiently implemented.
- Substantiate your claims or arguments with evidences

Citation and reference should follow the instruction from the course outline

End of Semester Examination

- There will be a final exam (date and venue TBA)
- The exam is worth **30%** of the grade for this course.
- The exam will consist of a series of short answer questions and essays
- The exam will be based exclusively on the required reading undertaken for the course. By preparing for each weekly seminar and undertaking the required reading, students will have done all the preparation required for the examination at the end of semester.
- The exam will assess student abilities in respect of their understanding of the essential processes shaping the international system and propelling change.

Seminar Participation

Seminars are a fundamental part of this course. Students are expected to attend the weekly seminar and ensure that they have undertaken the required readings and participate actively in the discussion.

It is important for the success of the seminar program that every student has read the required readings prior to the commencement of the seminar. The course instructor may ask a student at random to provide an overview of the week's readings, or to offer opinions on the issues and arguments presented in the readings.

There is a **20%** mark allocated for seminar discussion in this course. This mark will be calculated on a combination of preparation and active participation. These guidelines will be outlined in the first seminar in week 1 of the course.

Documentation of Written Work

Citing and Acknowledging Sources

In accordance with Faculty policy, all work must follow the scholarly procedures of full documentation, acknowledging all references and sources consulted. Written work that does not meet minimum standards of documentation will fail automatically. Documentation should follow either the Oxford or Chicago systems (consult style manuals), giving full bibliographic details to the works cited, i.e., **the authors full name, title of article/chapter/book, page numbers, publisher, and place of publication**. The following format or some variation therein, is generally acceptable:

For books;

Aglietta, M., (1979), A Theory of Capitalist Regulation: The U.S Experience. (David Fernbach: Trans.) London: New Left Books, p.201.

For chapters in edited books;

Donougho, M., (1992), "The Derridean Turn," in Sills, C., & Jensen, G.H., (eds.), The Philosophy of Discourse: The Rhetorical Turn in Twentieth-Century Thought. Volume 2, Portsmouth, New Hampshire: Heinemann, pp.66-69.

For journal articles;

Lapid, Y., (1989), "Quo Vadis International Relations? Further Reflections on the 'Next Stage' of International Theory," Millennium: Journal of International Studies, Vol.18,No.1, pp.77-88.

For Internet Sites;

Summit Analytical Associates, Political Risk Analysts: Home page, December 10, 1999

<http://www.s2a.com/index.html>

Alternatively, students may choose to adopt an in-text referencing system (author-date system, Cambridge style), e.g., (Culler 1989: 20), with full reference and documentation provided in a master bibliography.

Regardless of the citation system adopted by students, pages numbers must always be cited.

Students should consult the following webpage for specific information on plagiarism and how to avoid plagiarism:

[The Hong Kong Institute of Education: How to Cite Sources](#)

Policy on Plagiarism

Rules Governing Plagiarism

Students are reminded of the rules governing plagiarism. Plagiarism is a serious offense. It amounts to intellectual theft. It refers to the use of another person's ideas, writings, research, etc., as your own. The most obvious form is using someone else's words without any acknowledgment, but it is also plagiarism to quote a passage without the use of quotation marks, even if the source is acknowledged. Plagiarism is not confined to copying from published sources. It is also plagiarism if you copy another student's work, whether this be the actual words or their ideas.

Blatant plagiarism, where it appears there is a deliberate intention to deceive, will be referred to the Dean for appropriate action. A deliberate intention to deceive or where a student has copied another student's work is a serious matter and may attract penalties ranging from a reprimand to failing the course. In severe cases an offender may be failed in all courses and suspended from the Institute.

Students should consult the following Department of Asian and Policy Studies webpage for specific information on plagiarism and how to avoid plagiarism:

[Department of Asian and Policy Studies](#)

Useful Research Resources for Students

List of Useful Sources

Books related to Strategic Communication

Al-Deen, H. S. N., and Hendricks, J. A. (eds) (2012). *Social Media: usage and impact*. Lanham, Md.: Lexington Books.

Cabañero-Verzosa, C., and Garcia, H. R. (2009). *Building commitment to reform through strategic communication: the five key decisions*. Washington, DC: World Bank.

Conrad, C. R. and Pool, M. S. (2012). *Strategic organizational communication: in a global economy*. Chichester, UK: Wiley-Blackwell.

Eder, M. K. (2011). *Leading the narrative: the case for strategic communication*. Annapolis, Md.: Naval Institute Press.

Lewis, L. K. (2011). *Organizational change: creating change through strategic communication*. Chichester, UK: Wiley-Blackwell.

Schultz, F., and Raupp, J. (2010). The social construction of crises in governmental and corporate communications: An inter-organizational and inter-systemic analysis. *Public Relations Review* 36 (2): pp. 112-119.

Taylor, M. (2011). Building Social Capital Through Rhetoric and Public Relations. *Management Communication Quarterly* 25 (3): pp. 436-454.

Wiggill, M. N. (2011). Strategic communication management in the non-profit sector: a simplified model. *Journal of Public Affairs* 11 (4): pp. 226-235.

Students should also regularly consult the following materials:

The Economist <http://www.economist.com/>

New York Times <http://www.nyt.com/>

Wall Street Journal <http://interactive.wsj.com/home.html>

Business Review Weekly <http://www.afr.com.au>

MIS Web <http://www.misweb.com/website/gbindex.nsf>

Business Online

<http://www.businessonlineasia.com/bolweb/bolasiaweb.nsf>

The Washington Post <http://www.washingtonpost.com/>

The Times

<http://news.ft.com/ft/gx.cgi/ftc?pagename=View&c=Collection&cid=ZZZLLCHPD0C>

Periodicals

International Journal of Strategic Communication

Journal of Communications Management

Journal of Public Affairs

Management Communication Quarterly

Political communication

Public Relations Review

Strategic Communication Management

US Department of State (Country Reports and Commercial Guides)

<http://www.state.gov/e/eb/rls/rpts/eptp/2001/>

US Department of State (Bureau of Public Affairs: Strategic Communication)

<http://www.state.gov/r/pa/scp/>

Course Syllabus

Strategic Communication

WEEK 1

TOPIC: Overview of the Course, introductory discussion on the course

- Themes & issues
- Organization of weekly seminars
- Student introductions
- Outline of assessment
- Deadlines for submission of work
- Penalties for late submission
- Take Away Points – Student input
- Student responsibilities
- Q & A session

WEEK 2 & 3

TOPIC: Definition of strategic communication; forms of communication and communication models; stakeholder analysis, introduction of internal communication and external communication

Seminar Discussion

Describe an issue that created a communication challenge for you/your organization: What was the issue? What were the challenges/obstacles? What did you/your organizations do? What worked? What didn't work? What lesson did you/your organization learn?

Course Syllabus

Strategic Communication

WEEK 4 & 5

Topic: Developing a communications strategy plan: Environmental analysis; media analysis; issue analysis; establishing goals; identifying stakeholders; develop messages; select strategic initiatives; social media; proactive media; manage the implementation; monitor and evaluate.

Seminar Discussion

Choose any publicly listed corporations; NGOs or government institutions; identify the stakeholders and their concern. Explain the necessary forms of communications strategies to achieve the goals and objectives based on the environmental, media and stakeholder analysis.

WEEK 6 & 7

TOPIC: Crisis communications: Definition of a crisis; concepts and principles of crisis communication; analysing political crises; develop a crisis communication strategy.

Seminar Discussion:

Scenario exercise: Tier One: assess potential crises; establish communications goals; analyse audiences

Tier Two: Form initial respondents' communication team; establish crisis communications team; identifying spokesperson, managing media expectations; timing, tools and tactics; media interview plan

Tier Three: Tools and channels; prepare stand-by tools; open distribution channels; create a proactive media plan.

Tier Four: Facilities and testing.

Tier Five: Implementation; execute the media plan; monitor media and public reaction

Course Syllabus

Strategic Communication

WEEK 8 & 9

TOPIC: Issues and reputation management; understanding semiotics, genres and discourse for strategic communication

Seminar Discussion

Scenario exercise: Identify one government institution/NGOs or listed company for an issue/reputation management exercise; conduct an issue analysis and work on an issue/ reputation management plan.

WEEK 10 & 11

TOPIC: Public policy and mass media; policy institutions; media and agenda setting; strategic communication and the state

Seminar Discussion

Do private actors like ratings agencies regulate certain policy areas administered by state actors? How?

Is the economic sovereignty of nation-states compromised by the norms and expectations held by markets and private actors in financial markets?

What does this mean for the relative power differentials between states are markets and for public sector management agencies?

WEEK 12 & 13:

TOPIC: Presentation, wrap-up, conclusion and revision



香港教育大學

The Education University
of Hong Kong

Department of Asian & Policy Studies

Faculty of Liberal Arts & Social Sciences

**Public Administration &
Management in Asia
PPG 6005 (Elective)**

Professor Darryl S.L. Jarvis

Semester 2, 2018-19

Group _____

Public Administration & Management in Asia PPG 6005

Syllabus and Course Information

Course Instructor:

- Professor Darryl S.L. Jarvis

Contact Information:

- Office: (852) 2948-7472
- Email: djarvis@eduhk.hk
- Web: www.darrylj Jarvis.com

Class Times & Venue:

- Tuesday
- 6.30 – 9.20pm
- Lecture Room D2-LP-02
- Classes commence on January 8, 2019

Student Consultation Times:

- Tuesday 2.30 – 4.30pm
- Location B 1 / F1-45B
- Other times by appointment

Department of Asian and Policy Studies

General Enquiries: 852 2948-7460

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Web: [Department of Asian and Policy Studies](#)

Address: Block 1, 2nd Floor, Room 02,
The Education University of Hong Kong,
10 Lo Ping Road, Tai Po, N.T.

Essay and Assignment Writing Tools

Before you commence writing assignments for this course you are required to read the following:

- A Tutorial on Citing References
- How to Cite Sources
- How to Write Essays
- Assignment Cover Sheet (required for all written assignments)

These materials are available at the following link:

[Interactive Tutorial in Essay Writing](#)

[How to Write an Essay](#)

[How to cite sources](#)

Course Description

Public administration and management in Asia is undergoing fundamental and rapid change. While historically Asian states have been comprised of top-heavy and top-down administrative practices, placing the state at the centre of the 'commanding heights' of the economy, increasingly public sector reforms are changing both the role of the state, its form, functions, and the modality of its management practices.

This course attempts to understand the changing dimensions of public administration and management in Asia. Specifically, the course focuses on the forces propelling change in public management practices; the new state-market configurations defining government-business relations, the rise of managerialism in the delivery of public sector activities, and the social, political and economic implications of new public management agendas.

In this context, the course examines public administration and management in selected Asian countries, utilizing case discussions and critical readings. Students will be exposed to three thematic areas: (1) understanding the nature of change in public administration and management in Asia; (2) analysing opportunities for, and constraints on, the use of reforms that dominate contemporary debates in the public sector; and (3) assessing the outcomes, policy benefits and costs associated with the changing nature of public administration and management among various sectors across Asia.

A fundamental emphasis of the course is on *critical inquiry* and *exploration* of public administration and management in Asia, with students encouraged to explore the dynamics of sector reform efforts and their outcomes.

Course Intended Learning Outcomes (CILOs)

Students who successfully undertake this course will:

- Have a knowledge of the evolution and contemporary practice of public administration and management in Asia
- Understand the evolution of ideational beliefs underpinning approaches to public administration and management
- Understand broader international values and attitudes toward public administration and management and how these diffuse and impact Asian public administration and management

- Understand major theoretical debates in the delivery of public services, the role of the state, and the relationship between states & markets
- Understand the role of private sector authority in contemporary public management practices and the reciprocity between the public and private spheres
- Understand the emerge of specific regimes of governance in issue areas such as infrastructure, network industries and related public domains
- Understand managerial capacities and competencies that underpin the process of public sector management in Asia
- Understand the role of regulation and the management of risk as it impacts the public sphere

Upon completion of the course, students will be able to:

CILO₁: Build managerial capacities and competencies to underpin the process of public sector management in the Asian region.

CILO₂: Develop the awareness and understanding by Asian public sector managers of current international themes, issues, and promising practices in public sector management and reform.

CILO₃: Provide a forum for students in critically examine the management and leadership studies, share ideas, build on experience, collaborate on public sector renewal.

Course Content	CILOs	Suggested Teaching & Learning Activities
Managing policy, strategy, and performance	CILO ₁₋₃	➤ Lectures: Presentation and discussion of the frameworks, concepts, practices and synthesis of key references. ➤ Group assignment – Sector analysis. ➤ Seminars: Students present case relevant to current communication management issues, topics and scenarios.
Managing quality services	CILO ₁₋₃	
Managing programmes, projects, and systems	CILO ₁₋₃	
Leading people, innovation, and change	CILO ₁₋₃	

		<ul style="list-style-type: none"> ➤ Presentations: Comparing and contrasting different policy approaches in promoting more socially cohesive and politically stable society. ➤ Web and library search ➤ Reading lecture notes and key references.
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Assessment Tasks	Weighting (%)	CILOs
(a) Examination: End of semester examination.	35%	<i>CILO₁₋₃</i>
(b) Class Discussion and Participation: Students are expected to read relevant readings before s/he attends the seminars and must participate actively in the discussion.	25%	<i>CILO₁₋₃</i>
(c) Research, Write Up and Presentation: Research, write up and presentation of Group Assignment (sector analysis – assessing policy outcomes, the relationship between public management approaches and the risks, costs and benefits of such approaches to the delivery of public services).	40%	<i>CILO₁₋₃</i>

Public Administration & Management in Asia PPG 6005

Course Assessment

The assessment for this course consists of the following:

Assessment Item	Grade Weighting	Due Date
(1) Group project: Sector analysis	40%	Tuesday April 30
(2) Presentations: Draft Group Projects	Required	Tuesday April 9 & 16 (Groups A, B, C, D)
(3) End of semester examination – 3 hours	35%	Tuesday, April 23
(4) Weekly seminar participation and assigned class activities	25%	Continuous
Total	100%	

Penalties for the late Submission of Assignments

The Department of Asian and Policy Studies has a policy on the submission of late assignments. In the interests of equity and fairness, late assignments attract a penalty of -5% per day. Thus, an assignment submitted 1 day late and graded at 65% would receive a final grade of 60%; 2 days late a final grade of 55%; 3 days late a final grade of 50%, etc.

Explanation of Assessment Items and Assessment Philosophy

Assessment in this course is via a variety of mediums:

1. Seminar Attendance
2. Seminar Participation
3. Group Project
4. End of Course Examination

This courses exposes students to a diverse series of assessment tasks that encourage different learning skills and strategies.

Assessment tasks 1 and 2, for example, require students to learn skills associated with note taking, how to prioritise and summarise information and to assess critically the information presented. These same skills help students prepare for assessment task 3 (examination), by developing a cogitative map of the course, the major issues addressed, and the merits of various public policy approaches adopted in the delivery of public goods and services.

Similarly, the research and reading required for the preparation for the group project, help develop information identification and retrieval skills, how to assess information, and document and utilise information in report writing. Similarly, the construction of the group report requires students to develop a problem statement, a framework of analysis, and apply this in assessing a specific sector, changes in government policy, service delivery, and public sector outcomes.

Students are therefore strongly encouraged to fully participate in all facets of the course, ensuring that they regularly attend seminars as well as complete assignments on time.

Description of Assessment Items

Group Project: Comparative Public Management Project

- Grade Weighting **40%**
- Word Length (Maximum): 10,000 words.
- Your group project must include references and a bibliography
- Submit completed group projects to the Department of Asian and Policy Studies office located on level 2, room 02, Block B 1. Please print papers in hard copy and do not submit via email.
- Make sure your group project assignment has a cover page and please include the following information; full names (underline surnames) of all group members, a word count (excluding footnotes / endnotes / and bibliography).

Group Project Description

Working in your assigned group identify a specific area of interest to the group. This could be the health sector, for example, the tertiary education sector, or a network sector like the electricity sector, water, sanitation services, or other infrastructure sectors like ports, airports, or roads. Equally, the group may like to look at broader and more complex sectors like financial services (banking, insurance, wealth management), or other service sectors. Essentially, the area / sector could be anything within the broad compass of public management. The group should then select two Asian countries for comparison.

In selecting the sector and comparative case study countries the group should do preliminary research to ensure that there are sufficient resources and materials to conduct the project.

Before commencing the group project please ensure you consult the course instructor and gain clearance.

Once the sector and case study countries have been selected, the group should then conduct an analysis of the recent evolution of the sector. This should include the following components, among others:

- The recent historical evolution of the sector, including a description of its various elements, key players, sector size, capacities, endowments, etc.

- Institutional overview: how the sector has been governed historically, addressing specifically the changing nature of public management (governance and regulation) of the sector, key historical / institutional events / tipping points / key problems / issues
- Thick description of the main features / characteristics of contemporary public management practices in the sector
- An analysis of how and why public management practices and governance of the sector has changed (what forces, interests, factors precipitated change and why?); have any specific interests benefited from this change? If so, who and how have they benefited. Have specific interests been hurt as a result of this change? If so who and how?
- An analysis of the performance of the sector. As a result of changes in public management practices / governance of the sector (e.g., outsourcing, PPP, marketisation, incentive based regulation, etc.), what has been the impact on the sector? How has the composition of the sector changed (public-private mix). Has it produced greater investment and better public service delivery? Have efficiencies been enhanced? Have consumers benefited? If so, how? If not, why not? Have costs been contained and the state insulated from risks and financial exposure? This section should comprise the bulk of your group project report.

Groups may find it useful to structure the analysis of the sector in terms of the following categories / outcomes: investment and private sector participation; efficiency; service provision; impact on and costs to consumers; social equity and access; profits and returns for sector participants; sector capacity & coverage; impact on government in terms of financial risks and returns.

- Conclusion. What benefits or negative externalities have resulted from sector reform and governance innovations? Are there important lessons that have been learned or errors and problems that have arisen and which should be avoided in the future? Reflect on the pros and cons of reform / sector outcomes and the lessons that have been learned. What are the implications for public sector management?

End of Semester Examination

- There will be a 3 hour end of class exam
- The exam is worth **35%** of the grade for this course.
- The exam will consist of a series of short answer questions and essays
- The exam will be based on the required reading undertaken for the course. By preparing for each weekly seminar and undertaking the required reading, students will have done all the preparation required for the examination.
- The exam will assess student abilities in respect of their understanding of the essential processes shaping public administration and management in Asia.

Seminar Class Participation & Assigned Class Activities

- Seminar participation and assigned class activities are worth 25% of the grade for this course.

Seminars are a fundamental part of this course. Students are expected to attend the weekly seminar and ensure that they have undertaken the required readings and participate actively in the discussion.

It is important for the success of the seminar program that every student has read the required readings prior to the commencement of the seminar. The course instructor may ask a student at random to provide an overview of the week's readings, or to offer opinions on the issues and arguments presented in the readings.

The mark for this element of the grade will be calculated on a combination of preparation and active participation. These guidelines will be outlined in the first seminar in week 1 of the course.

Generic Grade Descriptors

Course Grade	A+	A	A-	B+	B	B-	C+	C	C-	D	F
Attainment of Course Intended Learning Outcomes (CLOs) / assessment criteria	All / most of the stated CLOs / assessment criteria have been met <u>at an exceptionally high level</u>	All / most of the stated CLOs / assessment criteria have been fully met <u>at a high standard</u>		All / most of the stated CLOs / assessment criteria have been fully met <u>at a good standard</u>			Most of the stated CLOs / assessment criteria have been met		Some of the stated CLOs / assessment criteria have been met		None of the stated CLO / assessment criteria have been met
Interpretation	DISTINCTION			GOOD			SATISFACTORY		BELOW SATISFACTORY		FAIL
	Exceptional	Outstanding	Excellent	Very Good	Good	Fairly Good	Satisfactory	Barely Satisfactory	Below Satisfactory	Barely Pass	Fail
Grade Point Equivalent	4.33	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.00	0.00
Mark Range	96-100	88-95	81-87	76-80	71-75	66-70	59-65	51-58	46-50	41-45	0-40
Understanding of subject matter/ topic	Demonstrates a deep understanding and full interpretation of the subject matter/topic and the underlying theories.	Demonstrates a thorough understanding and a highly convincing interpretation of the subject matter/topic and the underlying theories.	Demonstrates a full understanding and interpretation of the subject matter/topics and the underlying theories.	Demonstrates a high level of understanding and interpretation of the subject matter/topics with a strong grasp of the underlying theories.	Demonstrates a good level of understanding and interpretation of the subject matter/topics and underlying theories.	Demonstrates a general understanding and interpretation of the subject matter/topics and the underlying theories.	Demonstrates a fairly adequate grasp of the subject matter/topics in terms of factual understanding but theoretical understanding is at a superficial level.	Demonstrates a basic understanding of the subject matter/ topic but with a superficial grasp of theoretical perspectives.	Demonstrates an inadequate grasp of the subject matter/topic and with little theoretical discussion.	Demonstrates very inadequate understanding of the subject matter/topic with little theoretical discussion.	Demonstrates poor understanding of the subject matter/topics and the underlying theories.
Cognitive/ Intellectual skills	Shows a very sophisticated level of critical reflection, analysis, evaluation and/or synthesis.	Shows a very high level of critical reflection, analysis, evaluation and/or synthesis.	Shows a high level of critical reflection, analysis, evaluation and/or synthesis.	Shows a good level of critical reflection, analysis, evaluation and/or synthesis.	Shows a sound level of critical reflection, analysis, evaluation and/or synthesis.	Shows some trace of critical reflection, analysis, evaluation and/or synthesis.	Shows limited level of critical reflection, with little or no attempt at analysis, evaluation and/or synthesis, though the material is organized logically.	Shows limited level of critical reflection, with little or no attempt at analysis, evaluation and/or synthesis, though the material is organized logically.	Shows very little evidence of critical reflection, with no attempt at analysis, evaluation and/or synthesis, though the material is organized logically.	Shows no evidence of critical reflection and no attempt at analysis, evaluation and/or synthesis.	Shows no evidence of critical reflection and no attempt at analysis, evaluation and/or synthesis.
Presentation of Ideas	Presents highly original ideas with great lucidity and succinctness.	Presents original ideas with great lucidity and succinctness.	Presents fairly original ideas with great lucidity and succinctness.	Presents very sound ideas with lucidity and succinctness.	Presents sound ideas with reasonable clarity.	Presents sound ideas with reasonable clarity.	Presents some ideas with limited soundness and clarity.	Presents some ideas with limited soundness and clarity.	Presents ideas with very limited clarity.	Presents ideas with ambiguity.	Presents ideas poorly and ambiguously.
Organization and referencing	Extremely well organized and structured, fluently and accurately written and correctly referenced.	Very well organized and structured, fluently and accurately written and correctly referenced.	Very well organized and structured, fluently written and correctly referenced.	Well organized, fluently written and, in the main, correctly referenced.	Well organized, fluently written and, in the main, correctly referenced.	Fairly well organized, fluently written and, in the main, correctly referenced.	Recognizable organization, and referenced with errors.	Loosely organized, weak grammatically and referenced with errors.	Poorly organized, very weak grammatically and referenced with frequent errors.	Poorly organized, very weak grammatically and referenced with frequent errors.	Poorly organized, full of grammatical errors, communication is seriously impeded, and reference with numerous errors.
Use of readings/ literature	Evidence of extensive and judicious use of relevant readings/ literature to support the arguments.	Evidence of extensive and thoughtful readings/ literature in the subject/topic area.	Evidence of a substantial knowledge of relevant readings/ literature.	Evidence of extensive readings/ literature in the topic area.	Evidence of adequate readings/ literature in the topic area.	Evidence of some readings/ literature.	Evidence of some readings/ literature.	Evidence of a somewhat cursory acquaintance with readings/ literature.	Evidence of a minimal acquaintance with readings/ literature.	Very minimal acquaintance with readings/ literature.	No evidence of independent reading.

September 2015

Documentation of Written Work

Citing and Acknowledging Sources

In accordance with departmental policy, all work must follow the scholarly procedures of full documentation, acknowledging all references and sources consulted. Written work that does not meet minimum standards of documentation will fail automatically. Documentation should follow either the Oxford or Chicago systems (consult style manuals), giving full bibliographic details to the works cited, i.e., **the authors full name, title of article/chapter/book, page numbers, publisher, and place of publication**. The following format or some variation therein, is generally acceptable:

For books;

Aglietta, M., (1979), A Theory of Capitalist Regulation: The U.S Experience. (David Fernbach: Trans.) London: New Left Books, p.201.

For chapters in edited books;

Donougho, M., (1992), "The Derridean Turn," in Sills, C., & Jensen, G.H., (eds.), The Philosophy of Discourse: The Rhetorical Turn in Twentieth-Century Thought. Volume 2, Portsmouth, New Hampshire: Heinemann, pp.66-69.

For journal articles;

Lapid, Y., (1989), "Quo Vadis International Relations? Further Reflections on the 'Next Stage' of International Theory," Millennium: Journal of International Studies, Vol.18, No.1, pp.77-88.

For Internet Sites;

Summit Analytical Associates, Political Risk Analysts:
Home page, December 10, 1999

<http://www.s2a.com/index.html>

Alternatively, students may choose to adopt an in-text referencing system (author-date system, Cambridge style), e.g., (Culler 1989: 20), with full reference and documentation provided in a master bibliography.

Regardless of the citation system adopted by students, pages numbers must always be cited.

Students should consult the following webpage for specific information on plagiarism and how to avoid plagiarism:

[The Education University of Hong Kong: How to Cite Sources](#)

Academic Honesty and Policy on Plagiarism

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students. Further information can be found at: [Academic Honesty](#)

Rules Governing Plagiarism

Students are reminded of the rules governing plagiarism. Plagiarism is a serious offense. It amounts to intellectual theft. It refers to the use of another person's ideas, writings, research, etc., as your own. The most obvious form is using someone else's words without any acknowledgment, but it is also plagiarism to quote a passage without the use of quotation marks, even if the source is acknowledged. Plagiarism is not confined to copying from published sources. It is also plagiarism if you copy another student's work, whether this be the actual words or their ideas.

Blatant plagiarism, where it appears there is a deliberate intention to deceive, will be referred to the Dean for appropriate action. A deliberate intention to deceive or where a student has copied another student's work is a serious matter and may attract penalties ranging from a reprimand to failing the course. In severe cases an offender may be failed in all courses and suspended from the University.

Useful Research Resources for Students

List of Useful Sources

Students should also regularly consult the following materials:

The Economist <http://www.economist.com/>

New York Times <http://www.nyt.com/>

Wall Street Journal <http://interactive.wsj.com/home.html>

Business Review Weekly <http://www.afr.com.au>

MIS Web <http://www.misweb.com/website/gbindex.nsf>

Business Online
<http://www.businessonlineasia.com/bolweb/bolasiaweb.nsf>

The Washington Post <http://www.washingtonpost.com/>

The Times
<http://news.ft.com/ft/gx.cgi/ftc?pagename=View&c=Collection&cid=ZZZLLCHPD0C>

Periodicals in Public Administration and Management and Related Areas

Administration and Society
 Alternatives: Social Transformation and Humane Governance
 American Political Science Review
 Canadian Journal of Political Science
 Comparative Political Studies
 Comparative Politics
 Contemporary South East Asia
 Daedalus
 Economist, The
 Global Governance
 International Journal of Public Administration
 International Journal of Public Policy
 International Review of Administrative Sciences
 Journal of Asian Public Policy
 Journal of Contemporary Asia
 Journal of Development Studies
 Journal of Policy Analysis and Management

Journal of Policy Practice
Pacific Research
Political Science and Politics
Political Science Quarterly
Political Studies
Politics
Politics & Society
Public Administration and Development
Public Administration and Management
Public Policy and Administration
Public Sector Performance Management
Public Works Management and Policy
Review of Politics
Studies in Comparative International Development
Transforming Government: People, Process and Policy
World Development
World Policy Journal
World Politics

Course Syllabus

Public Administration & Management in Asia PPG 6005

WEEK 2 (January 8)

TOPIC:

- Introductions
- Overview of the Course
- Themes and learning objectives
- Teaching & Learning strategies and styles
- Class participation
- Group allocation (A, B, C)
- Assessment
- Thematic focus of the course
- Readings and reading expectations
- Examination
- Group project and presentation
- Weekly class activities
- Accessing weekly Class readings – where to find them
- Your role as a public manager: simulation exercises

Readings and Text Book

There is no assigned textbook for this course. However, students may find it useful to purchase:

- Hughs, Owen E., (2012) *Public Management and Administration*. Palgrave Macmillan
- Tom Christensen & Per Laegreid (2011), *The Ashgate Research Compendium to New Public Management*. Surrey, UK: Ashgate.

Each week your group will be set readings from various sources. These readings are indicated as 'required readings' and students are required to read them prior to attending class.

Please also note that a series of 'class tasks' are also assigned to groups each week.

Class Task for Week 3

Groups A, B, & C are each required to identify 2 readings that outline (define and explain the evolution) public administration and public policy.

The articles / book chapters / books should be shared with all students by Friday, 5pm. Please use the class email distribution list.

In the next class each group will be asked to present their choice of selected readings, explain what the readings are about and why the readings were selected.

Please come to class prepared to talk about your readings.

Course Syllabus

Public Administration & Management in Asia PPG 6005

WEEK 3 (January 15)

**Topic: Public Administration and Public Management:
Changing Dimensions in the Role of the State in Asia and Beyond**

Required Reading

Owen E. Hughs (2012) *Public Management and Administration: An Introduction* (4th Edition), Macmillan Palgrave, pp.43-73 (Chapter 3)
(Groups A, C, D)

Chalmers Johnson, (1999), 'The Developmental State: Odyssey of a Concept,' Woo-Cumings, Meredith (ed.), *The Developmental State*.
Cornell, CA: Cornell University Press, pp.32-60 (Groups B, E).

Further Reading

Jarvis, Darryl S.L. & Toby Carroll (2017), 'Developmental States in Asia: Change and Transformation,' in Teh-Kuang Chang & Angelin Chang (eds.), *Routledge Handbook of Asia in World Politics*. Routledge: London & New York.

Jarvis, Darryl S.L. and Toby Carroll (2016), 'Disembedding Autonomy: Asia after the Developmental State,' in Jarvis, Darryl S.L. and Toby Carroll (eds.), *Disembedding Autonomy: Asia after the Developmental State*. Cambridge: Cambridge University Press.

Ziya Onis (1991), 'The Logic of the Developmental State,' *Comparative Politics*, 24(1), 109-126.

Carroll, Toby (2010), *Delusions of Development: The World Bank and the post-Washington Consensus in Southeast Asia*. Palgrave Macmillan.

Pierre, Jon and Martin Painter (2010), 'Why Legality cannot be Contracted Out,' in M. Ramesh, Eduardo Araral and Wu Xun (eds.), *Reasserting the Public in Public Services: New Public Management Reforms*. London: Routledge, pp.49-62.

Seminar Discussion

What do we mean by the term “governance”?

What is public administration? Define and explain the term.

What is the difference between public administration and public management?

What role has public administration played historically in Asia’s ‘miracle economies?’

Class Task for Week 4

Students are required to watch the video: *The Commanding Heights: The Battle for the World Economy* (The Battle of Ideas). Alternatively, this can also be accessed at:

<http://www.darryljarvis.com/public-administration--management-in-asia-resources.html>

Each group is required to meet after watching the video and construct a list or overview of the major points, features, and arguments addressed in the video. Each group should summarise the issues and ideas addressed in the video and relate these to the rest of the class. Please use the class email distribution list to share the group summations.

Groups will also be asked to share these reflections with the class in week 4.

Students who watch the video *The Commanding Heights: The Battle for the World Economy* (The Battle of Ideas) may also like to watch the film ‘Debt Machine’ (2015), Yuzu Productions, ARTE, France.

Groups A, B, and C must each identify 2 sectors where ‘NPM’ and public management approaches have been adopted in Asian states. Please provide concrete examples to explain the adoption of reform and marketization efforts.

Where possible, please identify e-resources and share them with all class participants. Please use the class email distribution list.

Other useful videos about the changing nature of public management and the role of the state in the economy can be found at:

- <https://www.youtube.com/watch?v=C-3-IEEHvzc>
- <https://www.youtube.com/watch?v=Pm5SPCjxOWg>

Course Syllabus

Public Administration & Management in Asia PPG 6005

WEEK 4 (January 22)

Topic: The Decline of the Positive and the Rise of Regulatory State: The Emergence of Public Management

Required Reading

Martin Painter (2014), 'Governance Reforms in China and Vietnam: Marketisation, Lepfrogging and Retro-Fitting,' *Journal of Contemporary Asia*, 44(2), pp.204-220.

Owen E. Hughs (2012) *Public Management and Administration: An Introduction* (4th Edition), Macmillan Palgrave, pp.74-102 (chapter 4) (Groups B).

Anthony B.L. Cheung (2011) 'NPM in Asian Countries,' in Tom Christensen and Per Laegried (eds.), *The Ashgate Research Compendium to New Public Management*. Surrey, UK: Ashgate, pp. 131-144 (chapter 9) (Group C).

Further Reading

Anneliese Dodds (2013) *Comparative Public Policy*. Palgrave Macmillan, pp.249-268 (chapter 11).

Jon Blondal (2005), 'Market Type Mechanisms and the Provision of Public Services,' *OECD Journal on Budgeting*, 5(1), pp.79-106.

Martin Lodge and Kai Wegrich (2012), *Managing Regulation: Regulatory Analysis, Politics and Policy*. Palgrave Macmillan, pp.156-177.

Giandomenico Majone (1997), 'From Positive to the Regulatory State: Causes and Consequences of Changes in the Mode of Governance,' *Journal of Public Policy*, 17(2), pp.139-167 (Groups A).

Common, Richard (2001), *Public Management and Policy Transfer in Southeast Asia*. Aldershot: Ashgate, pp.43-63; 64-85.

Cheung, Anthony B.L. (2010), 'Repositioning the State and the Public Sector Reform Agenda,' in M. Ramesh, Eduardo Araral and Wu Xun (eds.), *Reasserting the Public in Public Services: New Public Management Reforms*. London: Routledge, pp.79-100.

Jayasuriya, K (2005), 'Beyond Institutional Fetishism: From the Developmental to the Regulatory State,' *New Political Economy*, 10(3), pp.381-387.

Majone, G. (1999) 'The Regulatory State and its Legitimacy Problems,' *West European Politics*, 22(1), pp.1-24.

Minogue, M. (2004) 'Public Management and Regulatory Governance: Problems of Policy Transfer to Developing Countries,' in Cook, P., C. Kirkpatrick, M. Minogue, & D. Parker (eds), *Leading issues in Competition, Regulation and Development*. Cheltenham: Edward Elgar, pp.165-81.

Painter, Martin (2011), 'Managerialism and Models of Management,' in Christensen, Tom & Per Laegreid (eds.) *The Ashgate Research Compendium to New Public Management*. Surrey, UK: Ashgate, pp. 237-249 (chapter 16).

Peters, Guy (2010), 'The Role of the State in Governing: Governance and Metagovernance,' in M. Ramesh, Eduardo Araral and Wu Xun (eds.), *Reasserting the Public in Public Services: New Public Management Reforms*. London: Routledge, pp.17-29.

Phillips, N. (2006) 'States and Modes of Regulatory Governance in the Global Political Economy,' in M. Minogue and L. Carriño (eds), *Regulatory Governance in Developing Countries*. Cheltenham: Edward Elgar, pp.17-38.

Stubbs, Richard (2009), 'What ever happened to the East Asian developmental State? The unfolding debate,' *The Pacific Review*, 22(1).

Seminar Discussion

Do Asian states still control the commanding heights of the economy?

What happened to the developmental state and public administration in Asia? Was it 'replaced' by 'new public management'?

What do we mean by public management? What elements / features are associated with public management?

Is there evidence of policy transfer of 'public management' and NPM

practices to Asian states? Provide examples.

Class Task for Week 5

Students are required to watch the video: *The Commanding Heights: The Battle for the World Economy* (The Agony of Reform – CD 2). This can be viewed at:

<http://www.darrylj Jarvis.com/public-administration--management-in-asia-resources.html>

Each group is required to meet after watching the video and construct a list or overview of the major points, features and arguments addressed in the video. Each group should summarise the issues and ideas addressed in the video and relate these to the rest of the class.

Each group should provide a one page summation of the major themes and issues of the video and share this by email with the rest of the class. Groups will also be asked to share these reflections with the class in week 4. Please use the class email distribution list to share the group summations. Each group will also be asked to share these reflections in class in week 4.

Group C

Group C is required to present the Workshop Case Study in Week 4: Utilities – Thailand. Group C should read the materials, consult further readings if required, and be prepared to come to class and present an overview of the history of governance in the Thai energy sector, the emergence of privatization, and the advent of regulatory systems of governance in the sector. Group C should endeavour to provide commentary also on the problems and issues associated with regulatory governance / NPM agendas in emerging country contexts.

Groups A and B.

Groups A and B are required to present the readings as indicated in week 4.

Course Syllabus

Public Administration & Management in Asia PPG 6005

WEEK 5: (January 29)

**TOPIC: Regulation and Public Management in Asia
Workshop Case Study: Utilities – Thailand
Group C Workshop Presentation**

Required Reading

Jarvis, Darryl S.L., (2010), 'Institutional Processes and Regulatory Risk: A Case Study of the Thai Energy Sector,' *Regulation & Governance*, 4(2), pp. 175-202 (Groups A).

Spiller, Pablo T., & Mariano Tommasi (2005) The Institutions of Regulation: An Application to Public Utilities, in Menard, C & M.M. Shirley (eds.) *Handbook of New Institutional Economics*, Springer, Dordrecht, Netherlands, pp. 515-543 (Group A).

Thomas Pallesen (2011), 'Privitization,' in Christensen, Tom & Per Laegreid (eds.), *The Ashgate Research Compendium to New Public Management*. Surrey, UK: Ashgate, pp. 251-264 (chapter 17) (Group B).

Schick, Allen (1998), 'Why Most Developing Countries Should Not Try New Zealand's Reforms,' *The World Bank Research Observer*, 13(1), pp.123-131 (Group B).

Further Reading

Bartle, Ian (2011), 'Utility Regulation and NPM,' in in Tom Christensen and Per Laegreid (eds.), *The Ashgate Research Compendium to New Public Management*. Surrey, UK: Ashgate, pp.193-206.

Brian Levy and Pablo T. Spiller (1994), 'Institutional Foundations of Regulatory Commitment: A Comparative Analysis of Telecommunications Regulation,' *The Journal of Law, Economics and Organization* 10(2), 201-246.

Chirarattananon, Surapong & Supattana Nirukkanaporn (2006) Deregulation of ESI and Privatization of State Electric Utilities in Thailand. *Energy Policy* 34(16), November, 2521-2531.

Greacen, Chuenchom Sangarasri and Chris Greacen (2004) Thailand's Electricity Reforms: Privatization of Benefits and Socialization of Costs and Risks. *Pacific Affairs* 77(3), Fall, 517-541.

Greve, Carsten and Graeme Hodge (2011), 'A Transformative Perspective on Public-Private Partnerships,' *The Ashgate Research Compendium to New Public Management*. Surrey, UK: Ashgate, pp. 265-277 (chapter 18).

Hood, Christopher, Colin Scott, Oliver James, George Jones & Tony Travers (1999) *Regulation inside Government*. Oxford University Press, Oxford.

Jaffe, Judson and Robert N. Stavins (2007) On the Value of Formal Assessment of Uncertainty in Regulatory Analysis. *Regulation and Governance* 1(2), June, pp.154-171.

Jarvis, Darryl S.L., & Martin Griffiths (2007) Learning to Fly: The Evolution of Political Risk Analysis. *Global Society* 21(1), pp.5-21.

Levi-Faur, David & Jacint Jordana (2005) Regulatory Capitalism: Policy Irritants and Convergent Divergence. *ANNALS of the American Academy of Political and Social Science*, March, 598, pp. 91-197.

Levi-Faur, David (2005) The Global Diffusion of Regulatory Capitalism. *ANNALS of the American Academy of Political and Social Science* March, 598, pp.12-32.

North, Douglas (1990) *Institutions, Institutional Change and Economic Performance*. Cambridge University Press, Cambridge.

Spiller, Pablo T., (1996) Institutions and Commitment. *Industrial & Corporate Change* 5(2), pp.421-452.

Stern, Jon & Stuart Holder (1999) Regulatory Governance: Criteria for Assessing the Performance of Regulatory Systems. An Application to Infrastructure Industries in the Developing Countries of Asia. *Utilities Policy* 8, pp.33-50.

Seminar Discussion

Define the following: credible commitments, government opportunism, political risk, expropriation.

Why were public sector reforms in the utilities sector in Thailand initiated?

What constituencies were pushing for public sector reform of the utilities sector in Thailand? Why?

What set of reforms were adopted? Can you construct a time line of these reform efforts?

How were these reforms financed? Who absorbed the costs / profits / risks?

What is regulation and what is it used for?

What types of regulation and regulatory models exist?

What is the relationship between privatization and regulation?

In developing country contexts such as Asia, what are some of the public management problems associated with regulatory design, regulatory operation and outcomes?

Does governance by regulation produce better sector outcomes for the utilities sector?

Class Task for Week 7

Group A

Groups A is required to present the Case Study in Week 7: Utilities – Indonesia. Group A should read the materials, consult further readings if required, and be prepared to come to class and present an overview of the history of governance in the Indonesian energy sector, the emergence of privatization, and the advent of regulatory systems of governance in the sector. Group A should endeavour to provide commentary also on the problems and issues associated with regulatory governance in emerging country contexts.

Course Syllabus

Public Administration & Management in Asia PPG 6005

WEEK 7: (February 19)

**TOPIC: Regulation and Public Management in Asia
Workshop Case Study: Utilities – Indonesia
Group A Workshop Presentation**

Required Reading

Jarvis, Darryl S.L., (2012), 'The Regulatory State in Developing Countries: Can they it exist and do we want it? The Case of the Indonesian Power Sector, *Journal of Contemporary Asia*, 42 (3), pp. 464-492 (Group C).

Besant-Jones, J. (2006) *Reforming Power Markets in Developing Countries: What have we Learned?* Washington, D.C.: World Bank, Energy and Mining Sector Board Discussion Paper No. 19 (Group B).

Comez-Ibanez, Jose A. (2003) *Regulating Infrastructure: Monopoly, Contracts, and Discretion*. Cambridge, MA: Harvard University Press, pp.298-325 (chapter 12) (Group C).

Further Reading

Jarvis, Darryl S.L. and Benjamin Sovacool (2011), 'Conceptualizing and Evaluating Best Practices in Electricity and Water Regulatory Governance,' *Energy*, 36(7), 2011, pp. 4340-4352.

Cubbin, John (2005), 'Regulatory Effectiveness and the Empirical Impact of Variations in Regulatory Governance: Electricity Industry Capacity and Effectiveness in Developing Countries,' *World Bank Policy Research Working Paper 3535*, March, World Bank, Washington, D.C.

Dassler, Thoralf (2006), 'Combining Theories of Regulation: Proposing a Framework for Analyzing Regulatory Systems Worldwide,' *Utilities Policy* 14, pp. 31-43.

International Finance Corporation (2010), *Regulatory Governance in Developing Countries*, Washington, D.C.: World Bank, Investment Climate Advisory Services.

Cook, P. and S. Mosedale (2007), *Regulation, Markets and Poverty*. Cheltenham: Edward Elgar.

Hartono, D. and B. Resosudarmo (2008), 'The Economy-Wide Impact of Controlling Energy Consumption in Indonesia: An Analysis using a Social Accounting Matrix Framework,' *Energy Policy*, 36, pp.1404-19.

Iqbal, F. and F. Rashid (2002), 'Deregulation and Development in Indonesia: An Introductory Overview,' in F. Iqbal and W. James (eds.), *Deregulation and Development in Indonesia*. Westport: Praeger, pp.1-24.

Purra, M. (2011) 'The Indonesian Electricity Sector: Institutional Transition, Regulatory Capacity and Outcomes,' in E. Araral, D. Jarvis, M. Ramesh and X. Wu (eds), *Infrastructure Regulation: What Works and How do we Know? Lessons from Asia and Beyond*, Singapore: World Scientific, pp. 231-78.

Robison, R. and V. R. Hadiz (2004) *Reorganising Power in Indonesia: The Politics of Oligarchy in an Age of Markets*, London: Routledge.

Sari, A.P. (n.d.) *Power Sector Restructuring and Public Benefits*, World Resources Institute, Washington, D.C., http://pdf.wri.org/power_politics/indonesia.pdf

Wu, Xun & Priyambudi Sulistiyanto (2006), 'Independent Power Producer (IPP) in Indonesia and the Philippines,' in Howlett, M. and M Ramesh (eds.), *De-regulation and It's Discontents: Rewriting the Rules in Asia*, Edward Elgar, 2006.

For a perspective on Chinese utility sector reform see:

Kun-Chin, Lin & Mika Purra (2011), 'Regulating Power without a Five Year Plan: Institutional Change in the Chinese Power Sector,' in Jarvis, Darryl S.L. & M. Ramesh, Xun Wu & Eduardo Araral (eds.), *Infrastructure Regulations: What Works, Why and How do we Know?* Singapore: World Scientific, pp.189-230.

Seminar Discussion

Why were public sector reforms in the utilities sector in Indonesia initiated?

What constituencies pushed for public sector reform of the utilities sector in Indonesia? Why?

What set of reforms were adopted? Can you construct a time line of these reform efforts?

How were these reforms financed? Who absorbed the costs / profits / risks?

Now that we have examined two case studies involving the advent of regulation and the introduction of NPM strategies in the utilities sector in Asia (Thailand and Indonesia), what conclusions can we draw?

Have NPM / privatization / and regulatory models worked? If so, how? If not, why not?

In terms of the following categories, how would you assess the outcomes of public management reform efforts in the utilities sector in Thailand and Indonesia: investment and private sector participation; efficiency; service provision; user cost to consumers; social equity and access; profits to utilities; enhancing electricity generating capacity; sector coverage; the government and credible commitments; financial risks?

Class Task for Week 8

Groups A, B and C are each required to identify 1 video that highlights public sector reform efforts in water or energy sector provision in Asia. The link to the video should be shared with class participants. Please use the class email distribution list to share the links.

Each group should come to class and speak to the video and why it has been selected and highlight specific problems, outcomes and issues associated with public sector reform in the water / energy sectors. In particular, try and identify videos that highlight access, affordability, and social equity issues, or market and regulatory failure.

Group B is required to present the workshop case study on water privatization in Jakarta and Manila in Week 8.

Group B should read the materials, consult further readings if required, and be prepared to come to class and present an overview of the history of governance of the water sector in Jakarta and Manila. Specifically, Group B should provide an overview of privatization efforts, the advent of regulatory systems of governance in the sector, and their outcomes.

Group B should also endeavour to provide commentary on the problems and issues associated with regulatory governance / NPM agendas in emerging country contexts.

Course Syllabus

Public Administration & Management in Asia PPG 6005

WEEK 8: (February 26)

TOPIC: Public Management Reform in Asia
Workshop Case Study: Water Privatization – Jakarta and Manila
Group B Workshop Presentation

Required Reading

Wu, Xun and Nepomuceno A. Malaluan (2008), 'A Tale of Two Concessionaires: A Natural Experiment of Water Privatisation in Metro Manila,' *Urban Studies*, 45(1), pp.207-229 (Group C).

Carroll, Toby (2010), *Delusions of Development: The World Bank and the post-Washington Consensus in Southeast Asia*. London: Palgrave Macmillan, pp. 115-132 (Group C).

Wu, Xun, Loit Batac and Nepomuceno A. Malaluan (2011), 'Regulatory Independence and Contract Incompleteness: Assessing Regulatory Effectiveness in Water Privatization in Manila,' in Jarvis, Darryl S.L., Ed Araral, M. Ramesh & Wu Xun (2011)(eds.), *Infrastructure Regulation: What Works, Why, and How do we Know? Lessons from Asia and Beyond*. Singapore: World Scientific, pp. 361-390 (Group A).

Ching, Leong (2014), 'The Market Turn in Jakarta's Water Supply: Vested Interests and Challenges of Realising the Regulatory State,' in Carroll, Toby and Darryl S.L. Jarvis (eds.), *The Politics of Marketizing Asia*. London: Palgrave Macmillan (Group A).

Students may also like to consult the following:

Kishimoto, S., Lobina, E., Petitjean, O. (2015) *Our Public Water Future: The Global Experience with Remunicipalisation*. Amsterdam, London, Paris, Cape Town and Brussels: Transnational Institute (TNI), Public Services International Research Unit (PSIRU), Multinationals Observatory, Municipal Services Project (MSP) and the European Federation of Public Service Unions (EPSU) (<http://www.psiru.org/reports/our-public-water-future-global-experience-remunicipalisation>) (ISBN 978-90-70563-50-9).

Further Reading

Araral, E. 2009. The Failure of Water Utilities Privatization: Synthesis of Evidence, Analysis and Implications. *Policy & Society: An Interdisciplinary Journal of Policy Research*, 27(3).

Araral, E and Wang, Y. 2013. Water Governance 2.0: A Review and Second Generation Research Agenda. *Water Resources Management*. 27(11), pp 3945-3957.

Araral, E. 2010. Reform of Water Institutions: Review of Evidences and International Experiences. *Water Policy*. Vol. 12(1). pp. 8-22

Lejano, Raul and Leong Ching, (2012), 'A Hermeneutic Approach to Explaining and Understanding Public Controversies, *Journal of Public Administration Research and Theory*, 22(2).

Leong, Ching and Ruth Schulyer House, (2012), 'Rethinking Policy Success: The Normative Basis for Public Action,' *Journal of Asian Public Policy*, 5 (1).

Seminar Discussion

What caused the failure of water privatization in Jakarta?

How would you characterise the outcomes of water privatisation efforts in Manila?

What role does regulatory design play in privatization outcomes?

What regulatory features or design characteristics appear correlated to successful sector outcomes?

What regulatory features or design characteristics appear correlated to poor sector outcomes?

What lessons have been learned from public management reform efforts in the water sector in Asia?

Class Task for Week 9

Groups A, B, and C are each required to identify 1 video that highlights public sector reform efforts in health care in Asia. The link to the video should be shared with class participants.

Each group should come to class and speak to the video and why it has

been selected and highlight specific problems, outcomes and issues associated with public sector reform in health care.

Groups A, B, and C are required to present an overview of public sector reform efforts in health care in Asia.

Course Syllabus

Public Administration & Management in Asia PPG 6005

WEEK 9: (March 5)

TOPIC: Public Management Reform in Asia
Workshop Case Study: Public Sector Reforms in Health
Groups A, B, C

Required Reading

Ramesh, M, Xun Wu and Alex Jingwei He (2013), 'Health Governance and Healthcare Reforms in China,' *Health Policy and Planning*, pp.1-10 (Group A)

Ramesh, M and Xun Wu (2008), 'Realigning Public and Private Health Care in Southeast Asia,' *The Pacific Review*, 21(2), pp.171-187 (Group B).

Ramesh, M (2008), 'Autonomy and Control in Public Hospital Reforms in Singapore,' *The American Review of Public Administration*, 38(1), pp.62-79 (Group C).

Xun, Wu and M. Ramesh (2009), 'Health Care Reforms in Developing Asia: Propositions and Realities,' *Development & Change*, 40(3), pp.531-549 (Groups A, B and C).

Further Reading

Ramesh, M. & Wu Xun (2009), 'Health Policy Reform in China: Lessons from Asia,' *Social Science and Medicine*, 68, pp.2256-2262.

Ramesh, M. (2010), 'Reasserting the Role of the State in the Healthcare Sector: Lessons from Asia,' in Ramesh, M., Eduardo Araral Jr. & Xun Wu (eds.), ***Reasserting the Public in Public Services: New Management Reforms***. London: Routledge, pp. 101-112.

London, Jonathan (2013), 'The Promise and Perils of Hospital Autonomy: Reform by Decree in Viet Nam,' *Social Science and Medicine*, 96, pp.232-240.

Seminar Discussion

What is the general trend of health care reform efforts in Asia?

Why have governments attempted to reform health care provision?

What public management reform strategies have Asian governments used?

Is there an emerging dominant set of practices in the case of health care provision in Asia?

Are reforms in the health sector generally market driven or is there evidence of the state reasserting its role in the sector?

What have been the outcomes of these reform efforts?

Course Syllabus

Public Administration & Management in Asia PPG 6005

WEEK 10: (March 12)

TOPIC: NPM, Markets and Inequality in Asia
The Market Turn and Implications for Asia, Asian Development
and Asians

Required Reading

Asian Development Bank (2012), *Outlook 2012: Confronting Rising Inequality in Asia*. Manila: Asian Development Bank, pp.37-95 (Groups A, B, C).

Carroll, T. and D. Jarvis (2013), 'The Death of Development in Asia', *The Jakarta Post*, Jakarta: 6 (Groups ABC).

Seminar Discussion

What reforms does the Asian Development Bank associate with rising inequality in Asia? Why?

How have reforms in service delivery, particularly NPM reforms, contributed to inequality?

Is it too simplistic just to blame 'marketisation' and NPM for these outcomes? Are other issues also to blame? What might these be?

Course Syllabus

Public Administration & Management in Asia PPG 6005

Group Project: Presentation of Draft Reports by Groups A, B, and C E.

Each group will present a draft version of their group project – ‘Comparative Public Management Project’ (see pages 7-8).

Each group should treat this as a formal and professional presentation of their report. Students are invited to make a formal presentation with the use of PowerPoint, interactive resources, digital media, and other resources.

All group members are required to be present for the presentation, but the group may elect to allocate presentation responsibilities between various group members.

Each group should ensure their presentation materials (including any PowerPoint presentation) and a copy of the draft report is distributed to all class participants prior to the scheduled presentation. Groups may have hard copies of their draft group project printed by the General Office (Department of Asian and Policy Studies) or distribute the materials electronically by email. If printing is required, please send an electronic copy to the course instructor so that arrangements can be made for printing the materials.

Presentation Length

The time allotted for each group is 90 minutes. Each group should use not more than 45 minutes for the presentation of the project and leave the remaining 45 minutes for class feedback and input.

Class participants are required to provide constructive feedback and critically engage with the presentation and draft group project report. Specifically, please comment on the following:

- Adequacy of research materials consulted
- Depth and sophistication of analysis
- Summation and overview of sector composition
- Adequacy in developing the sector profiles in the two case study countries
- Clarity of the presentation and related materials
- Logical sequencing and consistency in presenting and analysing case studies
- Writing style, expression and grammar

- Sophistication of argument and conclusions
- Use of graphs, diagrams, visual aids, multi-media
- Documentation & bibliography

Please remember that groups will be presenting 'draft' reports on April 10. The final group project reports are due on Tuesday April 9 and 16. Each group should thus use the presentation as a means of gaining valuable feedback to enhance and improve group reports.

The following is the schedule for group presentations:

WEEKS 15 & 16: (April 9 & 16)

Groups A, B, C, D



香港教育大學

The Education University
of Hong Kong

Department of Asian & Policy Studies

Faculty of Liberal Arts & Social Sciences

Project Appraisal and Impact Analysis
PPG6006

Dr Kai Wai HUANG, Willy

Semester 2, 2017-18

Project Appraisal and Impact Analysis PPG6006

Syllabus and Course Information

Course Instructor:

- Dr Kai Wai HUANG, Willy

Contact Information:

- Willy
 - Office: B2-1/F-56
 - Email: kwhuang@eduhk.hk
 - Phone: (852) 2948 7388
 - Wechat: reallywilly
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Lecture Times & Venues:

- Tuesday 18:30-21:20
- D2-LP-13
- Lecture commences on January 02, 2018

Student Consultation Times:

- Tuesdays 16:30-18:20
- Other times by appointment (please email)
- Location B2-1/F-56

Department of Asian and Policy Studies

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The Education University of Hong Kong
10 Lo Ping Road, Tai Po, N.T.

Department Office Hours

Monday to Friday: 8.30am – 1.00pm
1.00pm – 5.20pm

Essay and Assignment Writing Tools

Before you commence writing essays and assignments for this course you are required to read the following:

- A Tutorial on Citing References
- How to Cite Sources
- How to Write Essays
- Assignment Cover Sheet (required for all written assignments)

These materials are available at the following link:

<https://www.eduhk.hk/aps/prospective-students/student-alumni/learning-resources/>

Course Description

This course is designed to provide students with an understanding of project appraisal and impact analysis. The core areas include project planning, cost-benefit analysis, cost-effectiveness analysis, multi-criteria analysis, experiments and quasi-experiments, regression framework, impact assessment approaches such as EIA and SIA, etc. Examples of applications, especially in the Asian context, will be drawn during the lectures. This course will enable students to understand the social, economic and environmental issues related to resource allocation of public programmes and projects. They will learn tools to help assessing and improving public-sector projects in terms of their purposes, design, implementation and efficiency.

Learning Objectives and Outcomes

Students who successfully undertake this course will:

- Be familiar with the critical issues in appraising public programmes and projects
- Understand the use of basic tools and techniques for selecting and justifying public projects
- Know and appreciate the economic and financial as well as environmental, social, gender, health, and social welfare impacts of public projects

Important notes:

- Install an apps called “mentimeter” for enhancing engagement and interaction in class (Alternatively, you could go to <http://www.menti.com> and enter the “code” shown each time via your mobile devices)

Project Appraisal and Impact Analysis PPG6006

Course Assessment

The assessment for this course consists of the following:

Assessment Item	Grade Weighting	Due Date
Seminar Presentation and Class Discussion	20%	3rd part of the lectures in selected weeks; continuous
Final exam	50%	Week 14 (Tue April 17)
Individual essay***	30%	Week 15 (Tue April 24)
Total	100%	

*****Please note that in the interests of equity there are penalties for the late submission of work**

The Department on Asian and Policy Studies has a departmental policy on the submission of late assignments. In the interests of equity and fairness, late assignments attract a penalty of -5% per day. Thus, an assignment submitted 1 day late with marks of 16 out of 20 would receive final marks of 15.2; 2 days late final marks of 14.4; 3 days late final marks of 13.6, etc.

Description of Assessment Items

Seminar Presentation and Class Discussion (20%)

The class will be separated into six groups for presentations and comments. Students have to draw lots on their presentation topics. Each group will have 20 minutes for presentation, followed by a 5-minute preparation and 10-minute comment section by the comment group. The instructor and other students will comment and ask questions afterwards. Marks will be given based on comments or questions raised by students in the lectures or discussions after students' presentations. I

- Date: 3rd part of the lectures in selected weeks
- Grade Weighting: **20%**
- In groups: 1 to 3 students, 6 groups in total
- Duration: 20 min
- 15% for presentation; 5% for comments and discussion

Presentation topics:

Topic 1	What is Objective Oriented Project Planning (OOPP)? Compare this framework with logical framework matrix and discuss, with example(s) of application, which one is better.
Topic 2	What is the implication of discount rate in project appraisal and how can we determine discount rate in real life examples?
Topic 3	Discuss the possible social benefits, costs and externalities of developing Guangzhou Shenzhen Hongkong Express Rail Link in Hong Kong. Do you agree to carry out this transportation project?
Topic 4	Discuss the possible social benefits, costs and externalities of using the land of country parks in Hong Kong for more housing building? Do you agree to carry out this land use project?
Topic 5	Discuss the viewpoints, findings and any inadequacies of the following paper: van Pelt, M, Kuyvenhoven, A. and Nijkamp, P. (1990). Project appraisal and sustainability: methodological challenges. <i>Project Appraisal</i> , 5 (3), pp, 139-158.
Topic 6	Discuss the viewpoints, findings and any inadequacies of the following paper: Gomes, C.F., Yasin, M.M. and Small, M.H. (2012). Discerning Interrelationships among the Knowledge, Competencies, and Roles of Project Managers in the Planning and Implementation of Public Sector Projects. <i>International Journal of Public Administration</i> , 35 (5), pp. 315-328.

Presentation and comment schedule:

	Presentation	Comment
Week 5 (30 Jan)	Group 1	Group 3
Week 6 (06 Feb)	Group 2	Group 4
Week 8 (27 Feb)	Group 3	Group 5
Week 10 (13 Mar)	Group 4	Group 6
Week 11 (20 Mar)	Group 5	Group 1
Week 12 (27 Mar)	Group 6	Group 2

Final exam (50%)

- Date: Week 14 (Tue April 17)
- Grade Weighting: **50%**
- Duration: from 18:30-20:30 (2 hours, closed book)
- The format of the final exam will be announced in due course

Individual essay (30%)

- Due date: Week 15 (Fri April 24)
- Grade Weighting: **30%**
- Word Length: 2,500 to 3,500 words
- Students are required to write up an individual essay (no matter presenting in group or by individual) from 2,500 to 3,500 words based on their presentation. They have to incorporate the comments and suggestions by the lecturer and show improvements on their work through essay writing.
- The essay must include references and a bibliography
- Submit a soft copy through turnitin link in moodle and a hard copy to my mail box on B1-1/F
- Make sure your essay has a cover page and please include the following information; your full name, a word count (excluding footnotes / endnotes / and bibliography).
- The essay quality will be evaluated on the basis of, but not limited to: 1) coherence and precision of the argument; 2) structure and clarity of presentation; 3) relevance of evidence gathered to support the argument; 4) adherence to formal standards of academic writing.
- In the interests of equity and fairness to all students, late assignments attract a penalty of -5% per day. Thus, an assignment submitted 2 days late and graded at 35% would receive a final grade of 25%.

Documentation of Written Work

Citing and Acknowledging Sources

In accordance with faculty policy, all work must follow the scholarly procedures of full documentation, acknowledging all references and sources consulted. Written work that does not meet minimum standards of documentation will fail automatically. Documentation should follow either the Oxford or Chicago systems (consult style manuals), giving full bibliographic details to the works cited, i.e., **the authors full name, title of article/chapter/book, page numbers, publisher, and place of publication**. The following format or some variation therein, is generally acceptable:

For books;

Aglietta, M., (1979), A Theory of Capitalist Regulation: The U.S Experience. (David Fernbach: Trans.) London: New Left Books, p.201.

For chapters in edited books;

Donougho, M., (1992), "The Derridean Turn," in Sills, C., & Jensen, G.H., (eds.), The Philosophy of Discourse: The Rhetorical Turn in Twentieth-Century Thought. Volume 2, Portsmouth, New Hampshire: Heinemann, pp.66-69.

For journal articles;

Lapid, Y., (1989), "Quo Vadis International Relations? Further Reflections on the 'Next Stage' of International Theory," Millennium: Journal of International Studies, Vol.18,No.1, pp.77-88.

For Internet Sites;

Summit Analytical Associates, Political Risk Analysts: Home page, December 10, 1999

<http://www.s2a.com/index.html>

Alternatively, students may choose to adopt an in-text referencing system (author-date system, Cambridge style), e.g., (Culler 1989: 20), with full reference and documentation provided in a master bibliography.

Regardless of the citation system adopted by students, pages numbers must always be cited.

Students should consult the following webpage for specific information on plagiarism and how to avoid plagiarism:

<https://www.eduhk.hk/aps/prospective-students/student-alumni/learning-resources/>

Policy on Plagiarism

Rules Governing Plagiarism

Students are reminded of the rules governing plagiarism. Plagiarism is a serious offense. It amounts to intellectual theft. It refers to the use of another person's ideas, writings, research, etc., as your own. The most obvious form is using someone else's words without any acknowledgment, but it is also plagiarism to quote a passage without the use of quotation marks, even if the source is acknowledged. Plagiarism is not confined to copying from published sources. It is also plagiarism if you copy another student's work, whether this be the actual words or their ideas.

Blatant plagiarism, where it appears there is a deliberate intention to deceive, will be referred to the Dean for appropriate action. A deliberate intention to deceive or where a student has copied another student's work is a serious matter and may attract penalties ranging from a reprimand to failing the course. In severe cases an offender may be failed in all courses and suspended from the Institute.

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<https://www.eduhk.hk/aps/prospective-students/student-alumni/learning-resources/>

Useful Research Resources for Students

1. Required Text (s)

Potts, D. (2002). *Project Planning and Analysis for Development*. London, UK: Lynne Rienner Publishers.

2. Recommended Readings

Baum, W. C. (1982). *The Project Cycle*. Washington, DC: World Bank.

Becker, H. A., and Vanclay, F. (eds.) (2003). *The International Handbook of Social Impact Assessment: Conceptual and Methodological Advances*. Cheltenham, UK: Edward Elgar Publishing Limited.

Bellinger, K. (2007). *The Economic Analysis of Public Policy*. London : Routledge.

Boardman, A. E., Greenberg, D., Vining, A. R., and Weimer, L. (2011). *Cost-Benefit Analysis – Concepts and Practice* (4th ed.). Prentice Hall, Pearson.

Glasson, J., Therivel, R., and Chadwick, A. (2005). *Introduction to Environmental Impact Assessment* (3rd ed.). London and New York: Routledge.

Glasson, J. (2012). *Introduction to environmental impact assessment*. Abingdon [England] : Routledge.

Levin, M. and McEwan, J. (2001). *Cost-Effectiveness Analysis: Methods and Applications* (2nd ed.). Thousand Oaks, Calif.: Sage Publications.

Mohr, B. (1995). *Impact Analysis for Program Evaluation*. Thousand Oaks, Calif.: Sage Publications.

Nagel, S. (1994). *Encyclopedia of policy studies*. New York : M. Dekker.

OECD. (2009). *Regulatory Impact Analysis: A Tool for Policy Coherence*. OECD Publishing.

OECD. (2010). *Guidance on Sustainability Impact Assessment*. OECD Publishing.

OECD. (2011). *Regulatory Policy and Governance Supporting Economic Growth and Serving the Public Interest*. OECD Publishing.

Studenmund, A.H. (2010). Using econometrics : a practical guide (6th ed.). Boston, Mass.: Addison Wesley.

Wholey, S., Hatry, P. and Newcomer, E. (2004). *Handbook of practical program evaluation (2nd eds.)*. San Francisco, Calif.: Jossey-Bass.

3. List of Useful Journals, Magazines, and Newspapers (for example)

Environmental Impact Assessment Review

Impact Assessment & Project Appraisal

International Association for Impact Assessment

Journal of Public Administration Research and Theory

Journal of Public Economies

International Journal of Public Administration

Southern Journal of Agricultural Economics

The Journal of Public Administration Research and Theory

Transport Reviews

The Economist

<http://www.economist.com/>

New York Times

<http://www.nyt.com/>

Wall Street Journal

<http://interactive.wsj.com/home.html>

Course Syllabus

Project Appraisal and Impact Analysis PPG6006

WEEK 1 (Tuesday January 02)

Lecture 1

TOPIC: Housekeeping and introduction

- Overview of the course, class format and schedule
- Outline of assessment
- What do we mean by “project”, “project appraisal” and “impact analysis”?

Guiding Questions

- What do we mean by “project”, “project appraisal” and “impact analysis”?

Required Reading

- Potts, D. (2002). Project Planning and Analysis for Development. London, UK: Lynne Rienner Publishers. (Chapter 1, 2 and 3)

Further Reading

- Bellinger, K. (2007). The Economic Analysis of Public Policy. London : Routledge. (Chapter 1)

Course Syllabus

Project Appraisal and Impact Analysis PPG6006

WEEK 2 (Tuesday January 09)

Lecture 2

TOPIC: Project appraisal: an introduction

- Models of the project sequence
- Project identification and formulation
- Project planning

Guiding Questions

- How can we identify and develop a potential project from public demand?
- What are the typical steps of planning a public project?

Required Reading

- Potts, D. (2002). Project Planning and Analysis for Development. London, UK: Lynne Rienner Publishers. (Chapter 2 and 3)

Course Syllabus

Project Appraisal and Impact Analysis PPG6006

WEEK 3 (Tuesday January 16)

Lecture 3

TOPIC: Cost-benefit analysis: an introduction

- What are “costs” and “benefits”?
- Opportunity costs
- Presentation and comment group formation; requirements on individual essay

Guiding Questions

- What do we mean by “costs” and “benefits”?
- What should we consider for situations “with” or “without” the project being implemented?

Required Reading

- Potts, D. (2002). Project Planning and Analysis for Development. London, UK: Lynne Rienner Publishers. (Chapter 4, 10, 11 and 12)

Further Reading

- Bellinger, K. (2007). The Economic Analysis of Public Policy. London : Routledge. (Chapter 6-8)
- Boardman, A. E., Greenberg, D., Vining, A. R., and Weimer, L. (2011). Cost-Benefit Analysis – Concepts and Practice (4th ed.). Prentice Hall, Pearson. (Chapters 1, 2, 4-6, 10, 16, 17, 18)
- Levin, M. and McEwan, J. (2001). Cost-Effectiveness Analysis: Methods and Applications (2nd ed.). Thousand Oaks, Calif.: Sage Publications. (Chapter 3-5, 7)
- Mohr, B. (1995). Impact Analysis for Program Evaluation. Thousand Oaks, Calif.: Sage Publications. (Chapter 12)

Course Syllabus

Project Appraisal and Impact Analysis PPG6006

WEEK 4 (Tuesday January 23)

Lecture 4

TOPIC: Basic principles and tools of cost-benefit analysis

- Issue of time preference
- Techniques for CBA: NPV, BCR and IRR

Guiding Questions

- Why is it important to consider time preference?
- How can we use techniques in CBA such as NPV, BCR and IRR, to evaluate the worthiness of a public project?

Required Reading

- Potts, D. (2002). Project Planning and Analysis for Development. London, UK: Lynne Rienner Publishers. (Chapter 4, 10, 11 and 12)

Further Reading

- Bellinger, K. (2007). The Economic Analysis of Public Policy. London : Routledge. (Chapter 6-8)
- Boardman, A. E., Greenberg, D., Vining, A. R., and Weimer, L. (2011). Cost-Benefit Analysis – Concepts and Practice (4th ed.). Prentice Hall, Pearson. (Chapters 1, 2, 4-6, 10, 16, 17, 18)
- Levin, M. and McEwan, J. (2001). Cost-Effectiveness Analysis: Methods and Applications (2nd ed.). Thousand Oaks, Calif.: Sage Publications. (Chapter 3-5, 7)
- Mohr, B. (1995). Impact Analysis for Program Evaluation. Thousand Oaks, Calif.: Sage Publications. (Chapter 12)

Course Syllabus

Project Appraisal and Impact Analysis PPG6006

WEEK 5 (Tuesday January 30)

Lecture 5

TOPIC: Economic and social cost-benefit analysis

- Choosing alternatives
- Cost-effectiveness analysis (CEA)
- Externalities

Guiding Questions

- What are the limitations of CBA?
- What are the economic and social considerations in CBA?

Required Reading

- Potts, D. (2002). Project Planning and Analysis for Development. London, UK: Lynne Rienner Publishers. (Chapter 7-9, 13)

Further Reading

- Bellinger, K. (2007). The Economic Analysis of Public Policy. London : Routledge. (Chapter 2, 3-6, 11)
- Boardman, A. E., Greenberg, D., Vining, A. R., and Weimer, L. (2011). Cost-Benefit Analysis – Concepts and Practice (4th ed.). Prentice Hall, Pearson. (Chapter 3, 19)

Course Syllabus

Project Appraisal and Impact Analysis PPG6006

WEEK 6 (Tuesday February 06)

Lecture 6

TOPIC: Impact analysis: Experiment and quasi-experiment

- What is impact analysis?
- Problems and outcomes
- Application of experiments and quasi-experiments in impact analysis

Guiding Questions

- What is impact analysis?
- How can we apply the skills in experiment and quasi-experiment for impact analysis?

Required Reading

- Babbie, E.R. (2010). The Practice of Social Research (12th ed.). Belmont, Calif.: Wadsworth Cengage. (Chapters 8 and 12)

Further Reading

- Mohr, B. (1995). Impact Analysis for Program Evaluation. Thousand Oaks, Calif.: Sage Publications. (Chapter 4)
- Wholey, S., Hatry, P. and Newcomer, E. (2004). Handbook of practical program evaluation (2nd eds.). San Francisco, Calif.: Jossey-Bass. (Chapters 5, 6 and 21)
- Boardman, A. E., Greenberg, D., Vining, A. R., and Weimer, L. (2011). Cost-Benefit Analysis – Concepts and Practice (4th ed.). Prentice Hall, Pearson. (Chapters 12)

Course Syllabus

Project Appraisal and Impact Analysis PPG6006

WEEK 7 (Tuesday February 13)

(Reading week, no lecture)

Course Syllabus

Project Appraisal and Impact Analysis PPG6006

WEEK 8 (Tuesday February 27)

Lecture 7

TOPIC: Regression framework for impact analysis

- Basic principles of regression analysis
- Application of regression framework in impact analysis

Guiding Questions

- What is the use of regression framework for impact analysis?
- How can we apply regression framework for impact analysis?

Required Reading

- Studenmund, A.H. (2010). Using econometrics : a practical guide (6th ed.). Boston, Mass.: Addison Wesley. (Chapters 1-3)

Further Reading

- Mohr, B. (1995). Impact Analysis for Program Evaluation. Thousand Oaks, Calif.: Sage Publications. (Chapter 1, 2, 5, 9)
- OECD. (2010). Guidance on Sustainability Impact Assessment. OECD Publishing.
- Wholey, S., Hatry, P. and Newcomer, E. (2004). Handbook of practical program evaluation (2nd eds.). San Francisco, Calif.: Jossey-Bass. (Chapter 17)

Course Syllabus

Project Appraisal and Impact Analysis PPG6006

WEEK 9 (Tuesday March 06)

Lecture 8

TOPIC: Application of SPSS for running regressions

- Tricks on running regressions
- Interpretation of regression results

Guiding Questions

- How can we use SPSS to run regressions for impact analyses?

Further Reading

- van den Berg, R.G. (2016). SPSS Regression Basics. Retrieved from <https://www.spss-tutorials.com/regression/#spss-regression-faq>
- (Other SPSS application reference provided to you on moodle)

Course Syllabus

Project Appraisal and Impact Analysis PPG6006

WEEK 10 (Tuesday March 13)

Lecture 9

TOPIC: Environmental impact assessment (EIA)

- Process of EIA
- Dimension of environment
- Types of environmental impacts

Guiding Questions

- What does EIA concern?
- What are the types of impact that we can consider for EIA?

Required Reading

- Potts, D. (2002). Project Planning and Analysis for Development. London, UK: Lynne Rienner Publishers. (Chapter 8)

Further Reading

- Becker, H. A., and Vanclay, F. (eds.) (2003). The International Handbook of Social Impact Assessment: Conceptual and Methodological Advances. Cheltenham, UK: Edward Elgar Publishing Limited. (Chapter 5)
- Glasson, J. (2012). Introduction to environmental impact assessment. Abingdon [England] : Routledge.

Course Syllabus

Project Appraisal and Impact Analysis PPG6006

WEEK 11 (Tuesday March 20)

Lecture 10

TOPIC: Social impact assessment (SIA) and Multi-criteria analysis (MCA)

- Background and application of SIA
- Background and application of Multi-criteria analysis

Guiding Questions

- What does SIA concern?
- What does MCA concern?

Required Reading

- Potts, D. (2002). Project Planning and Analysis for Development. London, UK: Lynne Rienner Publishers. (Chapter 14)

Further Reading

- Becker, H. A., and Vanclay, F. (eds.) (2003). The International Handbook of Social Impact Assessment: Conceptual and Methodological Advances. Cheltenham, UK: Edward Elgar Publishing Limited. (Chapter 1, 5, 6, 7, 9)
- Bellinger, K. (2007). The Economic Analysis of Public Policy. London : Routledge. (Chapter 11)

Course Syllabus

Project Appraisal and Impact Analysis PPG6006

WEEK 12 (Tuesday March 27)

Lecture 11

TOPIC: Selected topic: Transport appraisal

- Determinants of social impacts of transport
- Examples of different countries' practices on transport appraisal

Guiding Questions

- What are the determinants of social impacts of transport?
- What are the practices on transport appraisal among different countries?

Required Reading

- Geurs, K.T., Boon, W. and Wee, B.V. (2009). Social Impacts of Transport: Literature Review and the State of the Practice of Transport Appraisal in the Netherlands and the United States. *Transport Reviews*, 29 (1), pp. 69-90.

Course Syllabus

Project Appraisal and Impact Analysis PPG6006

WEEK 13 (Tuesday April 10)

Lecture 12

TOPIC: Summary of the whole course, revision (and SET)

- Review of what you have learnt
- Do project appraisal and impact analysis matter?
- Revision for final exam
- (SET)

Guiding Questions

- Are project appraisal and impact analyses important in helping policy implementation?

Required reading

- Potts, D. (2002). Project Planning and Analysis for Development. London, UK: Lynne Rienner Publishers. (Chapter 1, 2 and 3)

Further Reading

- Bellinger, K. (2007). The Economic Analysis of Public Policy. London : Routledge. (Chapter 1)

Course Syllabus

Project Appraisal and Impact Analysis PPG6006

WEEK 14 (Tuesday April 17)

(Final exam!!!!!!)



Department of Asian & Policy Studies

Faculty of Liberal Arts & Social Sciences

PPG6011

Human Resource Management

Dr Lina Vyas

Semester 1, 2018-2019

Human Resource Management

Syllabus and Course Information

Course Instructor:

- Dr Lina Vyas

Contact Information:

- Office: DID (852) 2948 7115
- Email: vyaslina@eduhk.hk

Class Times & Venue:

- Tuesday 6:30-9:20pm
- Venue: D1-LP-06
- Class commences on September 4th 2018

Student Consultation Times:

- Tuesday, 4-6 pm
- Location B2-1/F-21
- Other times by Appointment (please email)

Department of Asian and Policy Studies

General Enquiries: 852 2948-7845

Fax:: 852 2948-7461

Email: mppg@eduhk.hk

Web: [Department of Asian and Policy Studies](#)

Address: Room 02, 2/Floor, Block B1
The Education University of Hong Kong
10 Lo Ping Road, Tai Po, N.T.

Department Office Hours

Monday to Friday: 8.30am – 1.00pm
2.00pm – 5.20pm

Student Visitation Hours

Monday to Friday: 2.30pm – 5.00pm

Essay and Assignment Writing Tools

Before you commence writing essays and assignments for this course you are required to read the following:

- A Tutorial on Citing References
- How to Cite Sources
- How to Write Essays
- Assignment Cover Sheet (required for all written assignments)

These materials are available at the following link:

[Department of Asian and Policy Studies](#)

Course Description

This course aims to critically engage students with contemporary issues and developments in human resource management (HRM). Adopting a diverse multi-disciplinary, cross-cultural and comparative approach the course will require students to discover, analyse and contribute to providing creative solutions for specific HRM issues and enable applicants to examine the key concepts, core issues, principles and processes in HRM; discover the principles and theories of HRM particularly in the public sector; apply the concepts and theories to analyze HRM issues and the challenges facing the public sector today. The course expects to discuss the HRM practices in a number of Asian countries to demonstrate an understanding on how the public sector reforms have impacted the principles and processes of HR issues.

Learning Objectives and Outcomes

Students who successfully undertake this course will:

- Discover the underlying values of public administration in managing human resources
- Apply and relate the principles and theories of HRM to the public sector
- Analyse and develop the antecedents affecting HRM in the public sector
- Collaborate with peers to prepare, conduct and critique group research on cutting-edge topics on HRM
- Communicate critically the findings and analysis of the group research project both orally and in writing

Human Resource Management

Course Assessment

Assessment Tasks	Weighting (%)
Group Project:	40%
Quiz:	40%
Peer Evaluation and Class Discussion/ Participation:	20%

Penalties for the late Submission of Assignments

The Department on Asian and Policy Studies has a departmental policy on the submission of late assignments. In the interests of equity and fairness, late assignments attract a penalty of -5% per day. Thus, an assignment submitted 1 day late and graded at 65% would receive a final grade of 60%; 2 days late a final grade of 55%; 3 days late a final grade of 50%, etc.

Explanation of Assessment Items and Assessment Philosophy

Assessment in this course is via a variety of mediums:

1. Class Discussion and Participation
2. Group Presentation
3. Written Group Assignment
4. Peer Evaluation
5. Quiz

The spread of assessment types is designed to allow students to excel in assessment mediums best suited to them, but also to expose them to other forms of assessment that encourage different learning skill sets and which require different learning strategies.

The assessment types are designed to create conducive intellectual environment for students not only to understand the “hard knowledge” of public policy management and governance as a multidisciplinary field of study, but also to sharpen their skills in analysing both broad and specific policy and governance issues in real-world settings. Likewise, the reading required for preparation of essays, the skills practiced in the construction and development of an argument as well as the critical assessment of the arguments of others will prove invaluable in terms of the student’s ability to assess the weekly required seminar readings and participate effectively in class discussion.

Students are therefore strongly encouraged to fully participate in the course, ensuring that they regularly attend seminars as well as complete assignments on time.

Description of Assessment Items

Assessment Tasks	Weighting (%)
Group Project: Students will work as a member of a small group / team to develop answers / perspectives on assigned projects imbued with sufficient flexibility to facilitate creative student adaptation; locate relevant information; evaluate, organize & synthesize materials; present ideas to the class in a clear, concise; and stimulating way; engage with classmates in answering questions and discussing presentation topics. Students will then be required to compose a group essay approximately 3,000-word based on their group presentation. This supports to appraise the student's analytic and interpretive ability to apply relevant theories, concepts, and skills to the issue of human resource management.	40%
Quiz: Students will have to face a short test at end. This supports to appraise the student's understanding and actual transfer of learning.	40%
Peer Evaluation and Class Discussion/Participation: Students will review each group presentation and fill a Peer Review Comments form to assess the performance of their peers. The individual group members will also be required to assess their peers' contribution in each task of the project. The contribution rating varies from 0% to 100%. 0% means no contribution at all, while 100% means all the work are carried out by the student concerned. Students are expected to read relevant readings before s/he attends the seminars and must participate actively in the discussion.	20%

Documentation of Written Work

Citing and Acknowledging Sources

In accordance with Faculty policy, all work must follow the scholarly procedures of full documentation, acknowledging all references and sources consulted. Written work that does not meet minimum standards of documentation will fail automatically. Documentation should follow either the Oxford or Chicago systems (consult style manuals), giving full bibliographic details to the works cited, i.e., **the authors full name, title of article/chapter/book, page numbers, publisher, and place of publication**. The following format or some variation therein, is generally acceptable:

For books;

Aglietta, M., (1979), A Theory of Capitalist Regulation: The U.S Experience. (David Fernbach: Trans.) London: New Left Books, p.201.

For chapters in edited books;

Donougho, M., (1992), "The Derridean Turn," in Sills, C., & Jensen, G.H., (eds.), The Philosophy of Discourse: The Rhetorical Turn in Twentieth-Century Thought. Volume 2, Portsmouth, New Hampshire: Heinemann, pp.66-69.

For journal articles;

Lapid, Y., (1989), "Quo Vadis International Relations? Further Reflections on the 'Next Stage' of International Theory," Millennium: Journal of International Studies, Vol.18,No.1, pp.77-88.

For Internet Sites;

Summit Analytical Associates, Political Risk Analysts: Home page, December 10, 1999

<http://www.s2a.com/index.html>

Alternatively, students may choose to adopt an in-text referencing system (author-date system, Cambridge style), e.g., (Culler 1989: 20), with full reference and documentation provided in a master bibliography.

Regardless of the citation system adopted by students, pages numbers must always be cited.

Students should consult the following webpage for specific information on plagiarism and how to avoid plagiarism:

[The Hong Kong Institute of Education: How to Cite Sources](#)

Policy on Plagiarism

Rules Governing Plagiarism

Students are reminded of the rules governing plagiarism. Plagiarism is a serious offense. It amounts to intellectual theft. It refers to the use of another person's ideas, writings, research, etc., as your own. The most obvious form is using someone else's words without any acknowledgment, but it is also plagiarism to quote a passage without the use of quotation marks, even if the source is acknowledged. Plagiarism is not confined to copying from published sources. It is also plagiarism if you copy another student's work, whether this be the actual words or their ideas.

Blatant plagiarism, where it appears there is a deliberate intention to deceive, will be referred to the Dean for appropriate action. A deliberate intention to deceive or where a student has copied another student's work is a serious matter and may attract penalties ranging from a reprimand to failing the course. In severe cases an offender may be failed in all courses and suspended from the Institute.

Students should consult the following Department of Asian and Policy Studies webpage for specific information on plagiarism and how to avoid plagiarism:

[Department of Asian and Policy Studies](#)

Useful Research Resources for Students

List of Useful Sources

1. Required Text(s)

Noe, R.A., Hollenbeck, J. R., Gerhart, B. & Wright, P. M. (2014). *Human resource management: Gaining a competitive advantage*. (9th ed.). Boston, MA.: McGraw-Hill/Irwin.

2. Recommended Readings

Burns, J. P., *Government Capacity and the Hong Kong Civil Service* (China: Oxford University Press, 2004).

Chan, A., Mak, W-M. and Bannister, B. (2002) *Managing Human Resources in Hong Kong* (Hong Kong: Thompson)

Condrey, Stephen E. and Perry, James L. (eds.) *Handbook of Human Resource Management in Government*, (San Francisco, CA: Jossey-Bass, 2005).

Dessler, G (2012) *Human Resource Management* (NJ: Prentice Hall).

Dresang, D., *Public Personnel Management and Public Policy*, 3rd ed., (N. Y.: Longman, 2002).

Hays, S. W., Kearney R. C. (eds.) *Public Personnel Administration: Problems and Prospects* (New Jersey: Prentice Hall, 2003)

Klingner, Donald, John Nalbandian and Jared Llorens. (2010) *Public Personnel Management: Contexts and Strategies*. 6th ed. New Jersey: Prentice-Hall

Noe, R.A. (2009). *Employee Training and Development* (5th ed.). Boston, MA.: McGraw-Hill/Irwin.

Starling, G. (2008). *Managing the Public Sector* (8th ed.). Belmont, CA: Thomson Wadsworth.

Stone, R.J. (2008). *Managing Human Resources: An Asian Perspective* (Wiley Publication)

William P. Anthony, K. Michele Kacmar, Pamela L. Perrewé., (2002), *Human Resource Management: A Strategic Approach* (Fort Worth: Harcourt College Publishers).

3. Related Web Resources

1. Civil Service Bureau, HKSAR government: Civil Service Reform
<http://www.csb.gov.hk/english/csr/9.html>
2. Efficiency Unit, HKSAR Government <http://www.eu.gov.hk/eindex.html>
3. CSB guide on staff relations
http://www.csb.gov.hk/english/publication/files/sr_guide_e.pdf

4. CSB guide on motivation <http://www.csb.gov.hk/hkgcsb/hrm/e-motivation/e-motivation-index.htm>
5. Institute of HRM - http://www.hkihrm.org/ihrm_eng/index.asp
6. Society for Human Resource Management - <http://www.shrm.org>

4. Related Journals

International Journal of Human Resource Management
Review of Public Personnel Administration
Human Resource Development Quarterly
Human Resource Development Review
International Journal of Training and Development
Journal of Management
Journal of Management Development
Management Development Review
Training and Development
Asia Pacific Journal of Human Resources

CLASS SCHEDULE

SECTION 1: THE SETTING AND RESEARCH

Week 1:(4th September): Course Introduction and Arrangement Discussion (Early class release)

Week 2:(11th September): Introduction – What is HRM? Public and Private Comparisons in HRM and Key Trends in HRM (in Hong Kong)

Key reading

Armstrong, M. (2006) *A Handbook of HRM practice*, 10th edn, London: Kogan Page (Electronic copy available), chapter 1 (HRM)

Boxall, P., Purcell, J. and Wright, P. (2007) *Oxford Handbook of Human Resource Management*, Oxford: Oxford University Press, Chapter 2 (the development of HRM in a historical and international context)

Beardwell J. and Clayton, T. (2007) 5th ed. *Human Resource Management – A contemporary approach*, Chapter 1 (Introduction of HRM)

Rainey, Hal G. and Young H. Chun. 2005. Public and Private Management Compared. In *The Oxford Handbook of Public Management*, Ewan Ferlie, Laurence E. Lynn, and Christopher Pollitt, eds., 72-102. Oxford: Oxford University Press. (Chapter 4)

Boyne, George. 2002. Public and Private Management: What's the Difference? *Journal of Management Studies*, 39(1), 97-122.

SECTION 2: ISSUES

Week 3:(18th September): Motivation in the Public Sector

Key Reading

Rainey, Hal G. 2009. *Understanding and Managing Public Organizations*. San Francisco, CA: Jossey-Bass. (Chapter 10:273-298)

Jung, Chan Su and Hal G. Rainey. 2011. Goal Properties and Public Service Motivation in U.S. Federal Agencies. *Review of Public Personnel Administration*, 31(1).

Perry, James L. 1996. Measuring public service motivation: An assessment of construct reliability and validity. *Journal of Public Administration Research and Theory*, 6(1): 5-19.

(25th September)- PUBLIC HOLIDAY- NO CLASS

Week 4: (2nd October): Leadership, Job Satisfaction, and Turnover

Jung, Jinyoung, Chan Su Jung, Gerard T. Kyle, and James F. Petrick. Servant Leadership and Procedural Justice: The Antecedents of Job Satisfaction. *Journal of Park and Recreation Administration* 28 (3): 1-15.

Jung, Chan Su. 2010. A Predictive Study of Organizational Actual Turnover Rates in the U.S. Federal Government. *International Public Management Journal* 13 (3): 297-317.

Jung, Chan Su. 2012. Why Are Goals Important in the Public Sector? Exploring the Benefits of Goal Clarity for Reducing Turnover Intention. *Journal of Public Administration Research and Theory*. In Advance Access.

Jung, Chan Su. 2011. Do Clear Goals Matter for Job Satisfaction in the Public Sector? *Public-ESADE*. 30/06/12.
<http://www.esade.edu/public/modules.php?name=issue&idnewsletter=1&idissue=63&newlang=english>

SECTION 3: TECHNIQUES

Week 5: (9th October): Planning, Job Analysis and Design

Key Reading

Beardwell, Julie. 2007. Human Resource Planning. In *Human Resource Management – A Contemporary Approach*, J. Beardwell and T. Clayton, eds., 157-172. New York: Prentice Hall. (Chapter 5)

Torrington, Derek, Laura Hall, and Stephen Taylor. 2002. *Human Resource Management*. New York: Financial Times Prentice Hall. (Chapter 5: Planning Jobs and People)

Week 6 (16th October): GUEST LECTURE- Topic to be confirmed

Week 7: (23rd October) Recruitment and SelectionKey Reading

Beardwell J. and Clayton, T. (2007) Human Resource Management – A contemporary approach, Chapter 6 (Recruitment and Selection)

Scott. I. (2010), The Public Sector in Hong Kong, Hong Kong University Press. (Chapter 5)

Torrington, D. Hall, L. and Taylor, S. (2005) Human Resource Management, Chapter 4 (Strategic Aspects of recruitment)

Torrington, D. Hall, L. and Taylor, S. (2005) Human Resource Management, Chapter 6 (recruitment)

Torrington, D. Hall, L. and Taylor, S. (2005) Human Resource Management, Chapter 7 (Selection methods)

Hong Kong Police Force, HKSAR Government
<http://www.info.gov.hk/police/hkp-home/english/recruitment/index.htm>

Week 8:(30th October) Pay and compensation

Anthony Cheung (2005), Public Service Reform in East Asia, The Chinese University Press. (Chapter 9)

Huque, Ahmed Shafiqul, Grace Lee, and Anthony Cheung. (1998) The Civil Service in Hong Kong: Continuity and Change. Hong Kong: University of Hong Kong Press, Chapter 7 (Managing the public sector)

Scott, Ian and John Burns. (1984) The Hong Kong Civil Service: Personnel Policies and Practices. Hong Kong: Oxford University Press. Chapter 7 (Managing the public sector).

Klingner, Donald, John Nalbandian and Jared Llorens. (2010) Public Personnel Management: Contexts and Strategies. 6th ed. New Jersey: Prentice-Hall, Chapter 6 (Pay and Compensation).

Shafritz, J. M., Hyde, A. C. (eds) (2001) *Personnel Management in Government: Politics and Process*, New York, Marcel Dekker, Chapter 5 (Classification and Compensation).

Week 9: (6th November) Training

Key Reading

Huque, A. S. and Vyas, L. (2004), *Public Service in a Globalized World*, Ashgate Publication, Aldershot.

Noe, R.A.(2010), *Employee Training and Development*, McGraw Hill International Edition.

Klingner, Donald, John Nalbandian and Jared Llorens. (2010) *Public Personnel Management: Contexts and Strategies*. 6th ed. New Jersey: Prentice-Hall, Chapter 10 (Training, education and staff development).

Scott, Ian and John Burns. (1984) *The Hong Kong Civil Service: Personnel Policies and Practices*. Hong Kong: Oxford University Press. Chapter 6

<http://www.csb.gov.hk/hkgcsb/hrm/e-good-practices/e-training.htm>

http://www.csb.gov.hk/hkgcsb/doclib/Service_Directory_2005.pdf

Week 10: (13th November) Performance Appraisal and Sanctions

Key Reading

Scott, Ian and John Burns. (1984) *The Hong Kong Civil Service: Personnel Policies and Practices*. Hong Kong: Oxford University Press. Chapter 6 (Managing and rewarding performance).

Klingner, Donald, John Nalbandian and Jared Llorens. (2010) *Public Personnel Management: Contexts and Strategies*. 6th ed. New Jersey: Prentice-Hall, Chapter 11 (Performance Appraisal).

Shafritz, J. M., Hyde, A. C. (eds) (2001) *Personnel Management in Government: Politics and Process*, New York, Marcel Dekker, Chapter 7 (Performance Appraisal).

Klingner, Donald E. and John Nalbandian. 2003/2010. *Public Personnel Management*. Upper Saddle River, New Jersey: Prentice Hall. Chapters 12, 13

Noe, Raymond, John Hollenbeck, Barry Gerhart, and Patrick Wright. (2000) *Human Resource Management: Gaining a Competitive Advantage*. 3rd ed. New York: McGraw-Hill., Chapter 10 (p.352-361).

Week 11: (20th November) STUDENT PRESENTATIONS

Week 12: (27nd November) STUDENT PRESENTATIONS

Week 13: (4th December) QUIZ

Human Resource Management

Presentation and discussion Arrangements

Group presentation and discussions will be held in Week 11 and Week 12. Each group will be evenly divided into 4 subgroups. Each subgroup will choose one topic on which a group presentation will be made. To make a choice of the topic, students will need to explore the questions and readings.

The group presentation will be worked up as **a written essay (either group or individual), to be submitted to the tutor within two weeks after the presentation.** The essay should consist of approximately 3000 words,. **All group members are expected to work as a team and contribute effectively towards the group presentation and preparing the written essay.** All team members will be required to submit a **Peer Assessment Form** along with their submissions. The results will be kept confidential. **A soft copy of the essay has to be submitted for record purpose and academic honesty check.** Any paper submitted after the due dates may be penalized.

All students will be required to fill and submit a *Peer Review Comments* form after the presentation.

The University takes ‘academic honesty’ very seriously. **You must avoid plagiarism** and maintain a consistent citation style.

All students are expected not only to attend (an attendance record will be kept) but also to prepare and to participate in all sessions.

CLASS DISCUSSION AND PARTICIPATION SCHECULE

Week 11: Training and Development

The first question to be answered while identifying training needs is: "Is it really a training need?" In other words, is training the best way of satisfying the need? Could there be a better solution? Having determined that training is in fact the best solution, there are other questions that arise. How many personnel need training? By when do they need it? What are the priorities? Analyzing training needs is an overall process for the deeper analysis of areas where there is some preliminary evidence (such as objective data, feedback from others, internal surveys) to suggest that a training need may exist. This process can in principle be used at any level of need and with any focus (i.e. organizational, group, or individual). Considering the above; need assessment is an important step in the training process. Discuss your views with special focus on the role of organization analysis, person analysis, and task analysis in needs assessment.

Week 11: Performance Management in the Public Sector (Hong Kong)

Explain the term Performance Appraisal and explain the purposes of conducting the appraisal? Describe how and why performance appraisal is receiving growing importance in the Public Sector. State the contemporary challenges to performance appraisal and recommend ways to overcome them.

Week 11: Family Friendly Policy and Turnover Intention (Hong Kong)

Hong Kong needs to develop more effective and wide-reaching coordinated work family policy through both the Government and public-private partnerships. Failing to do so will jeopardize existing efforts to resolve the problem of work family conflict in Hong Kong, and the negative economic consequence on workforce productivity and family resilience will undermine the overall competitiveness of Hong Kong society in the long run. Using the Andersen Model or Resource Based Model, bring out the relation between the family friendly policy and turnover intention.

Week 12 Recruitment and Selection

Discuss the recruitment and selection policies and practices of the Hong Kong/ China civil services with reference to public administration values (transparency, accountability, professionalism, leadership and code of ethics). Critically assess why public employment (government jobs) is favored by many prospective employment seekers.

Week 12 Training

Many governments today use outsourcing as a key tool in the privatization of public service delivery. Faced with fiscal constraints, many governments are outsourcing various human resource management (HRM) functions previously provided by in-house staff. Training outsourcing is a key trend shaping the future of human resources. Give your views on this issue with appropriate examples. Secondly, training in the Hong Kong public sector has become more demand-driven rather than supply-driven. The aim of this topic is to trace the steps by which these changes took place and to explain the reasons. Were they part of a broader world-wide trend and if so, what is causing this trend?

Week 12 HR Challenge- Outsourcing HR Services in the Public Sector

As the use of outsourcing as a staffing strategy strengthens and organizations take the next forward by looking at transaction processing (payroll, benefits), staffing and recruitment, effective vendor management will be increasingly important. Outsourcing may result in economy and efficiency in some contracts but whether the government enjoys better or worse service is questionable. Explore the internal and external drivers associated with the decision making process as to whether or not to outsource public sector HR functions and explain the increasing trend of public sector HR outsourcing by using the Resource-based View (RBV) on organization capability and competitive advantage. Finally, identify the outsourcing-related problems and challenges faced by stakeholders engaged in public sector outsourcing and compare and analyze these with established western theories and models of HR outsourcing in order to develop hypotheses that particularly reflect the Asian context with a view to contributing to the development of theory in this increasingly important field.

Week 12 Positive Leadership of Principals and Work-Life Enhancement

Research has found that family-friendly policies such as flexible working hours are shown to be effective in reducing work-family conflicts in Hong Kong, unfortunately due to working nature of some professions like teachers, such options are not feasible to them. The role of their supervisor, plays an important role on this issue. Systematically investigate the role of leadership style in reducing Work-Family Conflict and increasing Work-Family Enhancement.

NOTE:

- Those presenting topic 1 will critique topic 4.
- Those presenting topic 2 will critique topic 3.
- Those presenting topic 3 will critique topic 2.
- Those presenting topic 4 will critique topic 1.

	questions and demonstrated understanding of the issues	issues		understanding of the issues
Shared Responsibility within the Group	Each presenter effectively shared responsibility for delivery of the project	Each presenter shared some responsibility for delivery of the project	Some members of the group assumed greater responsibility for delivery of the project	Over-reliance on one or two members for delivery of the project
Style of Presenters	Each presenter is well prepared spoke effectively e.g. have eye contact with the audience, correct pronunciation etc.	Most presenters are well prepared spoke effectively e.g. have eye contact with the audience, correct pronunciation etc.	A few presenters is not well prepared spoke ineffectively e.g. no eye contact with the audience, incorrect pronunciation etc.	Each presenter is not well prepared spoke ineffectively e.g. no eye contact with the audience, incorrect pronunciation etc.
Other Comments:				

Overall Grade: _____

Tutorial group number / Topic:

Tutor: _____

Date: _____

Appendix B**Human Resource Management****Essay** (please *tick* the appropriate boxes)

Criteria for assessment	Competence Level			
	Very high			Very low
Main idea	Main idea (thesis) very clearly stated & topic is effectively defined.	Main idea clear but topic is partially defined.	Main idea unclear though topic is defined.	Main idea unclear & topic not clearly defined.
Support	Thesis supported in body of paper by a variety of relevant facts, examples, & illustrations from experience, references to related readings, etc.	Thesis generally supported in body of paper by facts, examples, details and illustrations.	Thesis supported in body of paper by few facts, examples, details and illustrations.	Thesis not supported in body of paper by facts, examples, details and illustrations.
Representation of understanding and Integration	Consistently represents a high level of understanding in the field and application or integration of concepts, theories, principles, policies, practices, new trends	Overall, represents a high level of understanding in the field and application or integration of concepts, theories, principles, policies, new trends	Overall, represents an adequate level of understanding in the field and application or integration of concepts, theories, principles, policies, new trends	Overall, does not represent an adequate understanding in the field and application or integration of concepts, theories, principles, policies, practices, new trends
Analysis	Consistently demonstrates rigorous ability to analyze and evaluate issues and concepts	Overall, demonstrates rigorous ability to analyze and evaluate issues and concepts in the field	Adequately demonstrates ability to analyze and evaluate issues and concepts in the field	Overall, does not demonstrate the ability to analyze and evaluate issues and concepts in the field
Organization and Structure	Organization & structure very evident: major points divided into paragraphs and signaled by use	Organization & structure clear. Most major points are separated into paragraphs and signaled by transitions. Paragraphs are built on related sentences that	Organization & structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed. There may be a few minor	The organization & structure must be inferred by the reader. Only some major points are set off by paragraphs

	of transitions; sentences within each paragraph relate to each other & are subordinate to the topic. Introduction & conclusion effectively related to the whole.	logically develop the main points. No major digressions. Introduction & conclusion effectively related to the whole.	digressions but no major ones. Introduction & conclusion are somewhat effective.	and are signaled by transitions. There are some logically connected points. There may be some major digressions. Introduction and conclusion may be lacking or ineffective.
Conventions of Standard English	Few, if any, minor errors in sentence construction, usage, grammar, or mechanics.	There may be a few minor or major errors in sentence construction, usage, grammar, or mechanics.	There are some common errors (major and minor) in sentence construction and mechanics but the writer generally demonstrates a correct sense of syntax.	There are numerous minor errors and some major errors. Sentence construction is below mastery and may display a pattern of errors in usage and mechanics.
Source Material	Source material is incorporated logically & insightfully. Sources are documented accurately.	Source material incorporated adequately & usually documented accurately.	Source material incorporated but sometimes inappropriately or unclearly. Documentation is accurate only occasionally.	Source material not incorporated. Documentation is inaccurate.
Other Comments:				

Overall Grade: _____

Tutorial group no. / Topic:

Tutor: _____

Date: _____

PG6011 Human Resource Management**Peer Review Comments**

From: Group Number () and Team Members (Only those students who ARE present at the presentation):

1) To: Group Number (1)
Topic



Relevant question/comments (supported by reason)

2) To: Group Number (2)
Topic



Relevant question/comments (supported by reason)

3) To: Group Number (3)
Topic



Relevant question/comments (supported by reason)

4) To: Group Number (4)
Topic



Relevant question/comments (supported by reason)

5) To: Group Number (5)
Topic _____



Relevant question/comments (supported by reason)

Peer Assessment Form for PPG 6011 Human Resource Management

CONFIDENTIAL

Please submit directly to Dr. L. Vyas along with your Assignment

You are required to assess your peers' contribution in each task of the project. The contribution rating varies from 0% to 100%. 0% means no contribution at all, while 100% means all the work are carried out by the student concerned.

Group No. _____

Title of Project: _____

Project Tasks	Distribution of contribution (total 100% for each item)					Total
	Name of Assessor: (Your name)	Name of your groupmate:	Name of your groupmate:	Name of your groupmate:	Name of your groupmate:	
Task 1: Problem identification						100%
Task 2: Data analysis						100%
Task 3: Results & solutions to the problem						100%
Task 4: Project coordination and management						100%
Task 5: Report writing						100%
Overall contribution						100%

Signature of Assessor: _____

JSGS XXX – CAPSTONE PROJECT

	UNIVERSITY OF SASKATCHEWAN CAMPUS
Instructor:	
Phone:	
E-Mail:	
Office Hours:	
Office Location:	
Term:	
Room:	
Date And Time:	

CALENDAR DESCRIPTION

The Capstone Project provides students the opportunity to apply the theory and practice of international public management gained in the MIPMA program to a major project of the student's choice. The capstone class is a team-based professional experience that caps off a professional degree.

LEARNING OBJECTIVES

JSGS has developed a set of three competencies that all graduates will be able to demonstrate. The activities in JSGS XXX will help you both acquire and demonstrate the ability to:

- Apply theoretical and practical knowledge to a relevant public management, nonprofit management, or policy problem
- Think critically and analytically about policy problems and issues
- Communicate information and analyses critically and effectively

ATTRIBUTES OF JSGS GRADUATES

1. Management, Governance, and Leadership: Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it.
2. Communication and Social Skills: Ability to communicate effectively and build enduring, trust-based interpersonal, professional relationships.
3. Systems Thinking and Creative Analysis: Ability to identify key issues and problems, analyze them systematically, and reach sound, innovative conclusions.
4. Public Policy and Community Engagement: Ability to understand how organizational and public policies are formulated, their impact on public policy and management and how to influence their development.
5. Continuous Evaluation and Improvement: Commitment to on-going evaluation for continuous organizational and personal improvement.

6. Policy Knowledge: Ability to analyze and contribute content to at least one applied policy field.

COURSE CONTENT AND APPROACH

The purpose of this course is to provide students with the opportunity to apply the theory and practice of international public management gained in the MIPMA program to a major project of the student's choice. Capstone projects are complex, demanding and often unpredictable. They require flexibility, creativity, reliability, intense communication and coordination among team members, diligent management, careful planning, and efficient time management.

REQUIRED READINGS

Textbooks:

Joseph S. Wholey, Harry P. Hatry, and Kathryn E. Newcomer (Eds.) 2015. *Handbook of Practical Program Evaluation*, 4th Edition. John Wiley and Sons.

Robert K. Yin. 2014. *Case study research design and methods*. 5th ed. Sage.

Supplementary Readings:

Howard S. Becker, 1986/2007. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book or Article*, 2nd Edition. The University of Chicago Press.

Martinson, B.C., Anderson, M.S. and deVries, R. 2005. "Scientists Behaving Badly," *Nature*: 435, 737-738.
<http://www.nature.com/nature/journal/v435/n7043/full/435737a.html>

COURSE OUTLINE AND ASSIGNMENTS

Activity	Description/Notes	Date
Team Composition and Topic Selection	Weekly meetings to determine student interests and the best matches between projects and students	February and March
Team Norms, Ground Rules and Division of Labor	See handout for instructions (to be distributed in class) Submit two hard copies in class & electronic copy	March and April
Project Proposal/Statement of Work with Research Questions	Includes a presentation to the Program Coordinator	May
Core Course Lessons	Location: Naresuan University	September
Bibliography and Literature Review		September
Paper Outline/Structure Consultation		October
Draft report, slides and summary for review		Late November — Early December
Final Paper		December 10
Mini conference	Videoconference	Mid December
Peer Review		Mid December

Format for Final Paper:

- Title page
- Table of Contents
- Acknowledgements
- Executive Summary (two pages max.); should include summary of recommendations
- Body (30 pages maximum) — see below for a detailed outline
- Bibliography/References/ Sources cited — as many pages as needed.
- Appendices — up to 10 pages max. e.g., full text of any questionnaires
- Addendum summarizing the core course lessons that you applied to the project — 3-5 pages.

Body

Introduction & Background

- Statement of the problem (why important and to whom)
- Objectives of the project
- Specific research question (may also be stated after literature review)

Background and Literature Review

- Summary of relevant findings from the literature review
- Discussion of how prior research informed the research plan

Methodology

- Explanation of how the project was conducted (including how key concepts were used)
- Data collection; response rates
- Methodological issues/obstacles/solutions, etc
- In some cases it may be appropriate to summarize the methodology and put the details into an appendix.

Analysis of Findings

Discussion and Conclusions

Recommendations

- Recommendations should flow logically from the analysis/discussion. Do not raise new ideas.
- Include acknowledgements of limits on the internal and external validity of the research.

Final Presentation

- Format: 20-minute presentation followed by up to 10 minutes of questions, answers and discussion. All team members should have some presentational role.
- Content: Condensing an extensive project requires carefully focusing on the most important elements and findings, rather than attempting to communicate every detail.
- Summary handout: The presentation should be accompanied by a one-page summary of the project, to be distributed to the audience. It should include names of team members, the name of the client, the project's objective, key research questions, the basic methodology/obstacles, major findings and recommendations.

EVALUATION

Project Proposal/Statement of Work	10%
Final Paper	55%
Presentation	35%
Total	<u>100%</u>

RESEARCH ETHICS

Students are required to undergo research ethics training and to receive ethics approval for the research projects they undertake. An attempt will be made to obtain a blanket ethics approval for this course. Nevertheless, there will be a set of ethics requirements that will have to be followed. In addition, the ethics requirements are relevant to your careers as public service professionals so it is important to be familiar with these regulations.

TEAMWORK PEER REVIEW INSTRUCTIONS

Purpose

All assignments will be assessed by the instructor. To ensure transparency and recognition for individual contributions, students have an opportunity to allocate marks differentially. The mark allocation process outlined below will help achieve a fairer mark distribution for group work and also become part of the learning process at a post-graduate level. It recognizes individuals for their contributions and requires individual accountability and face-to-face negotiation. Ideally, all group members will contribute equally, and the group must negotiate a work plan which gives all members the opportunity to do so.

Format:

Step 1: The instructor assigns a mark to the final paper.

Step 2: Students identify their individual contributions on the group contract, then cross-check with other group members.

Step 3: Based on contributions, group members collectively identify the percentage each student contributed to the project. Total percentage contributions must add up to 100. Percentage of contributions might be equal, slightly or significantly different.

Step 4: Based on the percentage contributions determined in Step 3, the mark on the final paper for each student is determined so that the weighted average of the student's marks equals the mark assigned in Step 1. No student may get over 100%.

LATE ASSIGNMENTS

Assignments must be submitted by the due date. Exceptions can only be made when there are documented medical reasons or extraordinary circumstances.

ATTENDANCE AND PARTICIPATION

You are expected to attend every lecture and participate actively by paying attention, asking/answering relevant questions, and sharing your comments, observations, and thoughts on relevant topics. If you are unable to attend a lecture due to documented medical reasons or extraordinary emergencies, please advise the instructor beforehand.

STUDENTS WITH SPECIAL NEEDS

Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact Disability Services for Students (DSS) at 966-7273.

STUDENTS EXPERIENCING STRESS

Students in this course who are experiencing stress can seek assistance from the University of Saskatchewan Student Counseling Services. For more information, please visit this website:
<https://students.usask.ca/health/centres/counselling-services.php>

ACADEMIC INTEGRITY AND CONDUCT

Understanding and following the principles of academic integrity and conduct as laid out in the University of Saskatchewan's Guidelines for Academic Conduct is vital to your success in graduate school (available at www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php). Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions.

GRADE DESCRIPTORS

85+ excellent

- > A *superior performance* with consistent strong evidence of:
- > a comprehensive, incisive grasp of the subject matter;
- > an ability to make insightful critical evaluation of the material given;
- > an exceptional capacity for original, creative and/or logical thinking;
- > an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- > an excellent ability to apply theories to real-world problems and intersect with related disciplines.

80-85 very good

An *excellent performance* with strong evidence of:

- > a comprehensive grasp of the subject matter;
- > an ability to make sound critical evaluation of the material given;
- > a very good capacity for original, creative and/or logical thinking;
- > an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- > a strong ability to apply theories to real-world problems and intersect with related disciplines.

75-80 good

A *good performance* with evidence of:

- > a substantial knowledge of the subject matter;
- > a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- > some capacity for original, creative and/or logical thinking;
- > a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner; and
- > some ability to apply theories to real-world problems and intersect with related disciplines.

70-75 satisfactory

A *generally satisfactory and intellectually adequate performance* with evidence of:

- > an acceptable basic grasp of the subject material;
- > a fair understanding of the relevant issues;
- > a general familiarity with the relevant literature and techniques;
- > an ability to develop solutions to moderately difficult problems related to the subject material; and
- > a moderate ability to examine the material in a critical and analytical manner.

Appendix EdUHK MIPMA Survey

In April and May, 2019, EdUHK conducted two surveys to determine the market demand for the proposed MIPMA program. The first survey had 409 respondents and asked respondents about a double degree. The results show very strong market demand. When it became clear that the MIPMA program would be a dual-parchment joint degree, a second survey with 174 respondents was conducted in May that focused on this structure.

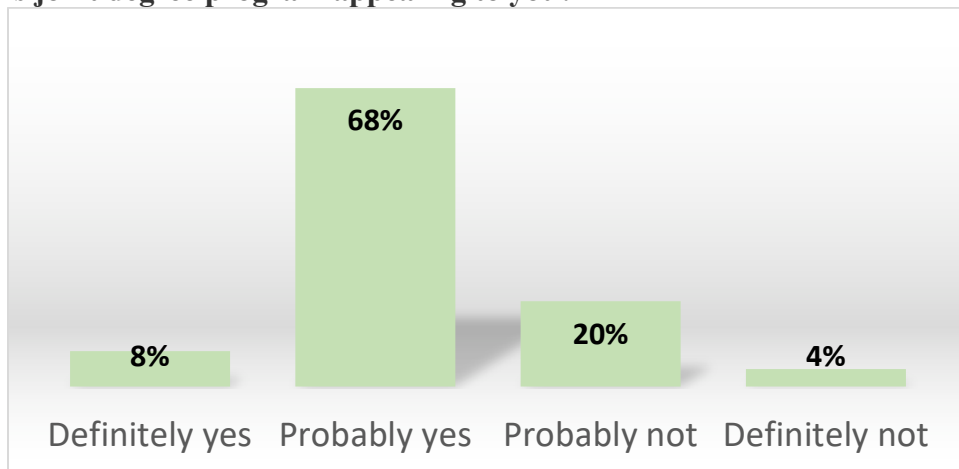
The change from a double degree to a dual-parchment joint degree only slightly reduced the attractiveness of the program, with the majority of the respondents still expressing very positive responses to the dual-parchment joint degree.

The survey participants were largely undergraduate students; they came mainly from Guangzhou (53%), Jiangsu (13%), Shanghai (11%) and Zhejiang (9%). The majority of the survey participants are from the Social Sciences (84%) followed by Education (6%), Science (2%), and Arts (2%).

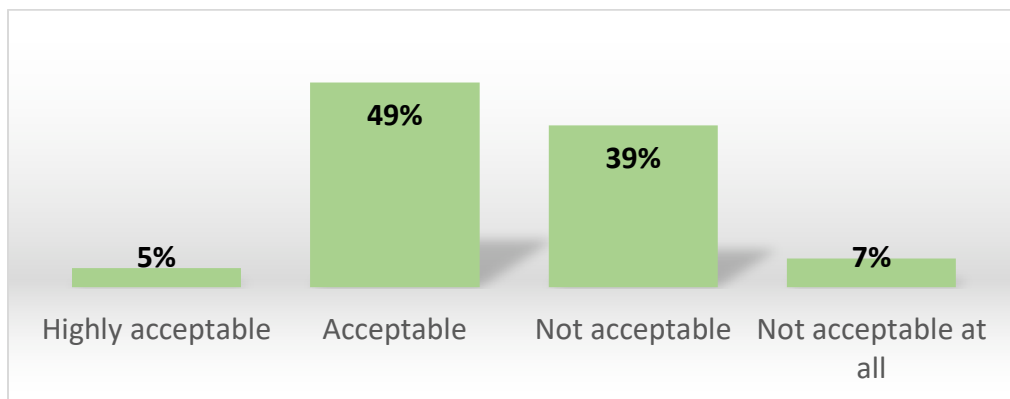
Detailed results of the supplementary market survey conducted for joint degree are shown in the following:

1. To what extent the following features of this program are attractive to you?		Very attractive	Attractive	Not attractive	Not attractive at all
1.1	To obtain a joint master degree conferred by both USask and EdUHK in one year	33%	55%	10%	2%
1.2	One semester studying at a historic university founded in 1907 in the Western part of Canada	20%	57%	22%	1%
1.3	Opportunity to do a capstone project in a university located between the 2 biggest cities, Bangkok and Chiang Mai in Thailand	24%	40%	32%	4%
1.4	Timing of the semesters in each location is designed for students to experience and enjoy the beautiful campus environment from snowfall to mild tropical weather	27%	44%	27%	2%

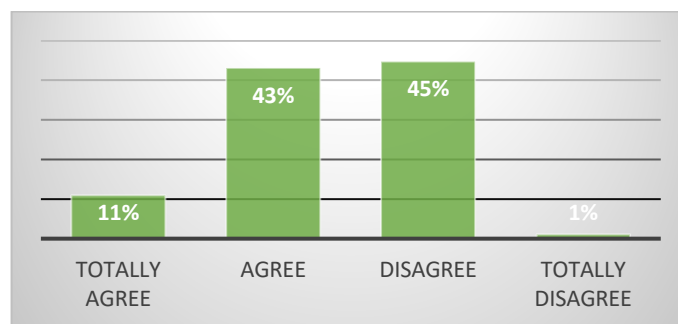
2. Is this joint degree program appealing to you?



3. It is estimated that the tuition cost of this joint master degree program will be around HKD 300,000 (including everything). To what extent do you think that the estimated tuition fee is acceptable?

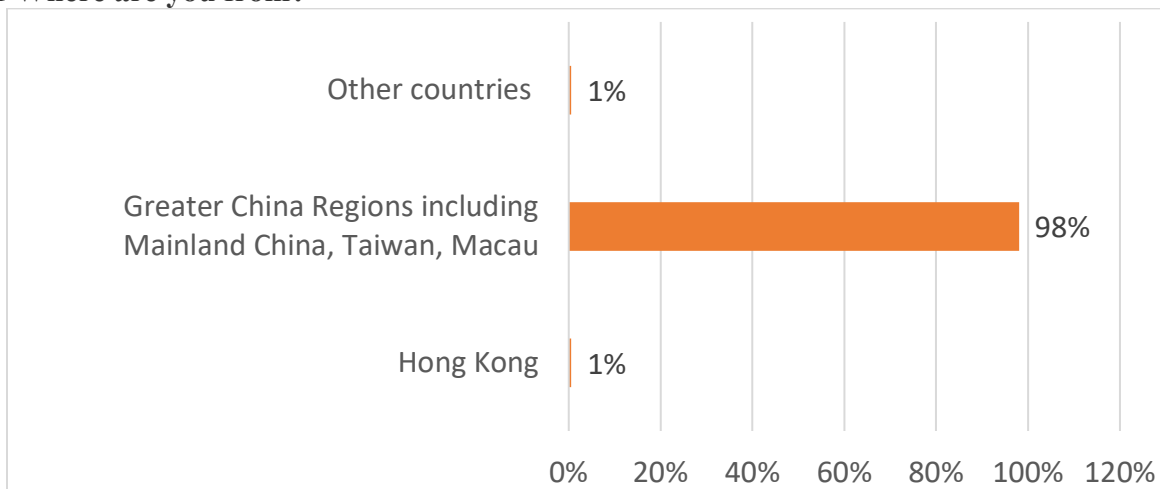


4. To what extent do you agree that a joint degree and a double degree have equal value in the job market? (Note: A joint degree indicates that students will obtain one degree conferred jointly by both universities, while a double degree indicates that students will obtain two degrees, with one degree conferred by each of the universities)

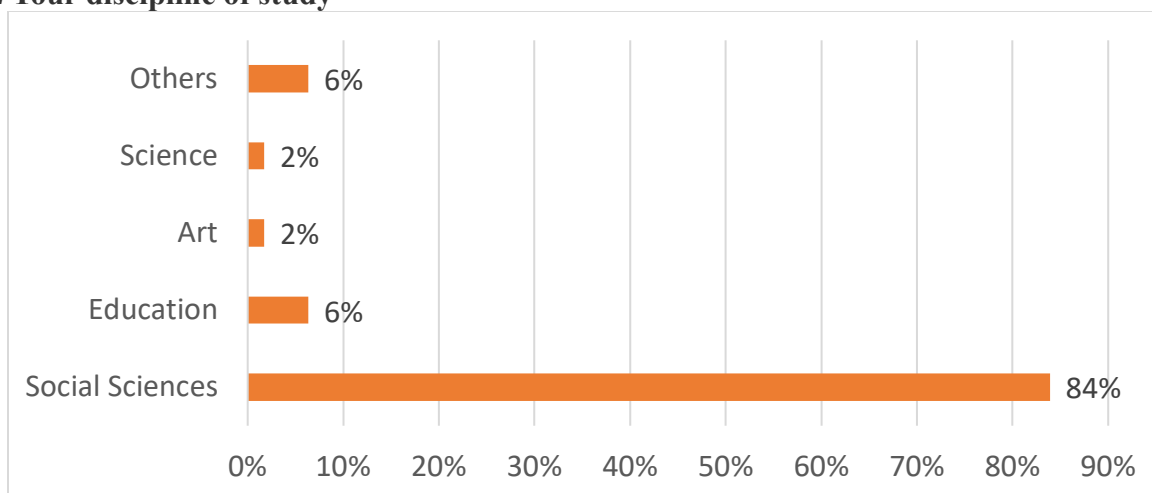


5. Personal Information

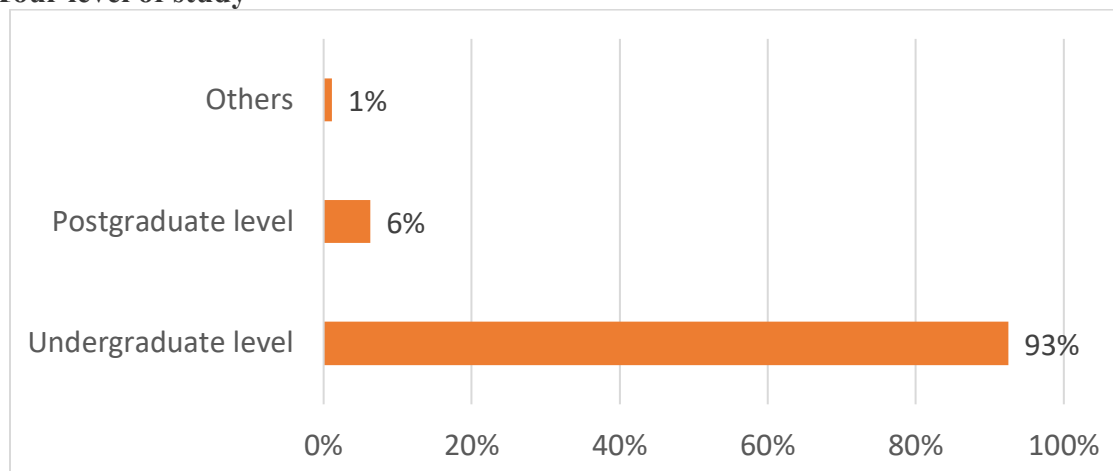
5.1 Where are you from?



5.2 Your discipline of study



5.3 Your level of study



**UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION**

PRESENTED BY: Ryan Brook, vice-chair, academic programs committee
DATE OF MEETING: February 20, 2020
SUBJECT: **Deletion of the Postgraduate Diploma in Biochemistry**
COUNCIL ACTION: **For Information Only**

SUMMARY:

At its January 29, 2020 meeting, the academic programs committee approved the following motions:

- *That the Academic Programs Committee approve deletion of the biochemistry field of study for the Postgraduate Diploma (PGD) program, effective May 2020.*

This deletion is related to the creation of the new fields of study in biomedical sciences that were reported at the January 16, 2020 meeting of University Council. With the deletion of the biochemistry field of study for the Master of Science (MSc) and Doctor of Philosophy (PhD) programs, the College of Graduate and Postdoctoral Studies also seeks to deletion the PGD option.

There have are currently no students enrolled in the PDG in Biochemistry and there have not been any students in the program in approximately 20 years. CGPS and the Department of Biochemistry, Microbiology and Immunology have determined that they do not wish to preserve the option to offer a PGD program in Biochemistry in the future and will continue to focus their efforts and resources on the well-subscribed M.Sc. and PhD programs.

There will be not courses deleted as part of this termination nor will there be any impact on faculty resources.

The academic programs committee reviewed the proposal at its January 30, 2020 meeting and agreed with the rationale for the termination, and appreciated the efforts of CGPS and the sponsoring unit to ensure that moribund programs are removed from the University Catalogue.

ATTACHMENTS:

1. Report Form for Program Termination – Biochemistry field of specialization for the Postgraduate Diploma (PGD)



UNIVERSITY OF
SASKATCHEWAN

Report Form for Program Termination

Program(s) to be deleted: Biochemistry field of specialization for the Postgraduate Diploma (PGD)

Effective date of termination: May 1, 2020

1. List reasons for termination and describe the background leading to this decision.

The Biochemistry field of specialization was replaced with Biochemistry, Microbiology and Immunology for graduate programming. While formal approval was secured for master's and PhD programming, the PGD program was an oversight. There have not been any students in approximately 20 years.

2. Technical information.

2.1 Courses offered in the program and faculty resources required for these courses.
No impact. There have not been any students in approximately 20 years.

2.2 Other resources (staff, technology, physical resources, etc) used for this program.
No impact. There have not been any students in approximately 20 years.

2.3 Courses to be deleted, if any.
None.

2.4 Number of students presently enrolled.
Zero

2.5 Number of students enrolled and graduated over the last five years.
Zero

3. Impact of the termination.

Internal

3.1 What if any impact will this termination have on undergraduate and graduate students?
How will they be advised to complete their programs?
No impact. There have not been any students in approximately 20 years.

3.2 What impact will this termination have on faculty and teaching assignments?
No impact. There have not been any students in approximately 20 years.

3.3 Will this termination affect other programs, departments or colleges?
No.

3.4 If courses are also to be deleted, will these deletions affect any other programs?

N/A

3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?

Not anticipated.

3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

Not applicable.

3.7 Describe any impact on research projects.

Not applicable.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

No.

3.9 Describe the budgetary implications of this deletion.

Minor "in kind" costs associated with student information system updates and edits to the program catalogue.

External

3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

None.

3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

Not in Saskatchewan.

Other

3.12 Are there any other relevant impacts or considerations?

No.

3.13 Please provide any statements or opinions received about this termination.

All relevant information was provided at the December 18, 2019 APC meeting.

(Optional)

4. Additional information. *Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.*

All relevant information was provided at the December 18, 2019 APC meeting.