

UNIVERSITY COUNCIL  
ACADEMIC PROGRAMS COMMITTEE  
REQUEST FOR DECISION

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**PRESENTED BY:** Alison Oates, chair, Academic Programs Committee

**DATE OF MEETING:** June 16, 2022

**SUBJECT:** **Bachelor of Science in Dental Therapy**

**MOTION:** That Council approve the Bachelor of Science program in Dental Therapy, effective September 2023

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

**CONTEXT AND BACKGROUND:**

The College of Dentistry is proposing a new Bachelor of Science in Dental Therapy degree program. This innovative direct-entry, three-year degree program will be delivered in partnership with Northern Intertribal Health Authority (NITHA, Saskatchewan Polytechnic, and Northlands colleges and will see three cohorts of seven students entering the program each year. Instruction will occur at La Ronge, Prince Albert, and Regina. Admissions will be limited to Indigenous students and non-Indigenous applicants will be considered if there is an insufficient number of qualified Indigenous applicants which will address the acute need for dental therapists in Northern and remote communities and will provide a direct admissions pathway for Indigenous students into a health science discipline.

With the partnership agreements with Saskatchewan Polytechnic and opportunities for prior learning assessment and bridging training, this program will allow for multiple entry and exit points for students. This will ensure that students who need to leave the program before completion of the full B.Sc. in Dental Therapy will still have the opportunity to achieve a usable credential and seek gainful employment, and that the program will be able to maintain full enrolment, by recruiting dental hygienists to upskill their training to become a dental therapist.

The B.Sc. in Dental Therapy is a 111 credit unit program, equivalent to a three-year degree program and will be delivered over 24 continuous months. Tuition for the program will be program-based and will be \$25,500 a year for students entering in term 1 of the program. Development of this program, as well as start-up costs to purchase equipment and hire and train faculty and staff is covered by one-time funding from the Federal Government.

**CONSULTATION:**

The Academic Programs Committee reviewed the proposal for this new program at its meeting on June 1, 2022, but required additional time to provide a thorough review. After consulting with the Executive Committee of Council, the committee determined to allow additional time for questions by email and to conduct an electronic vote, which concluded on June 9, 2022 with a recommendation that this program be approved by University Council. The committee appreciates the Executive Committee's willingness to entertain such a late addition to the Council agenda.

**ATTACHMENTS:**

- 1. Proposal of new degree program – Bachelor of Science in Dental Therapy**



UNIVERSITY OF  
SASKATCHEWAN

## Proposal for Academic or Curricular Change

### PROPOSAL IDENTIFICATION

**Title of proposal: Dental Therapy Program**

Degree(s): **Bachelor of Science in Dental Therapy (BSc – Dental Therapy)**

Field(s) of Specialization: **Dental Therapy**

Level(s) of Concentration: **N/A**

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

Degree College: **Dentistry**

Contact person(s) (name, telephone, fax, e-mail): **Dr. Doug Brothwell, Dean, 306-966-5122  
douglas.brothwell@usask.ca**

Proposed date of implementation: **September 2023**

### 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.*

The proposed BSc – Dental Therapy program is an appropriate addition to USask programming as it addresses Canada's 'wicked problem' in dentistry; namely access to dental care for Indigenous people. The program is targeted to Indigenous students and will create the ideal mid-level oral healthcare workers who will expand access to dental care for Indigenous populations in Saskatchewan and across Canada. This program firmly supports our new motto "Be What the World Needs."

Indigenous Canadians experience disease rates and access to care barriers far higher than in the rest of Canada. There are significant access to care issues in Northern Saskatchewan and oral health workforce vacancies negatively impact the oral health of Northern residents. Central to this is the lack of a dental therapy training program to maintain a predictable pool of Dental Therapists for dental public health programs in the Province and across Canada.

The role of Dental Therapists in oral health is well accepted. More than 50 nations worldwide utilize Dental Therapists as mid-level providers to deliver necessary preventive and clinical care to vulnerable populations. Canada was a leader in the field but the closing of the National School of Dental Therapy in 2010 has led to severe dental therapy vacancies as therapists age and retire with no replacement by new graduates.

Dental Therapists are the ideal community-based oral health care providers in Primary Health Care Teams in Indigenous communities. This model has been embraced by the United States with the establishment of three Dental Therapy Programs of which the Alaska Dental Health Aide Therapist is the most robust and is based on the Canadian Model.

Re-establishing and growing Dental Therapy in Canada is central to improving Indigenous oral health. Full time, community-based dental therapy programming is the most effective model as proven in Canada, Australia, New Zealand and now the USA. Dental Therapists need to be recruited from the communities in which they live for program success. Moreover, Indigenous students need flexible learning environments with multiple-entry and multiple-exit options and the ability to learn where they live.

The proposed Dental Therapy Model is designed to be an accredited healthcare program attentive to the needs of Indigenous students with practical and inclusive admission standards to ensure success. The proposal includes a 3-Campus model to better allow students to 'learn where they live', or at least in an environment with which they are familiar. It provides a laddering mechanism such that students can receive credentials for each step of their journey to dental therapy: one term to become a Dental Aide, three terms to become a Dental Assistant, six terms to become a Dental Therapist. Finally, our proposed Admissions Selection Criteria will purposefully select Indigenous students who plan to return to practice in Indigenous communities, or other underserved Canadian populations.

The proposed program will be jointly delivered by the University of Saskatchewan College of Dentistry in partnership with Saskatchewan Polytechnic, Northlands College, and the Northern Intertribal Health Authority (NITHA). The formal agreement is currently with each partner for final review.

#### Dental Therapy in Canada

Based on the New Zealand Dental Nurse Model, Canada pioneered the use of Mid-Level Oral Health Practitioners in Northern, rural and remote communities starting in 1978. The Saskatchewan Children's Dental Plan trained Dental Therapists for the province, while the National School of Dental Therapy trained Dental Therapists for Indigenous communities in

Canada's three northern territories, and to work in First Nations communities throughout Canada. Both programs were successful but were closed for other reasons.

Dental Therapists lived and worked full time in First Nations communities and built trust with their patients by being part of the community's Health Care Team. The key benefit of Dental Therapists is their ability to provide clinical dental care (preventive restorations, fillings and extractions) as well as their capacity to deliver preventive treatment and health education in consultation with a consulting/referral dentist. A career in Dental Therapy was a key employment opportunity for Indigenous residents; these providers understood the importance of cultural appropriateness and cultural safety in delivering oral health care to Indigenous patients. In many cases, and due to targeted admissions, these dental therapists were often of Indigenous ancestry with lived experience in the communities that they served.

Since the closure of the National School of Dental Therapy in 2010, oral health services in Northern Indigenous communities have suffered as the Dental Therapy workforce aged; today 40% of the workforce is over 55 and only 5% is under the age of 35. All public dental programs and private practices are competing to recruit from a dwindling pool of Dental Therapists. The vast majority of Canada's Dental Therapists are employed in Saskatchewan followed by Yukon, NWT, Nunavut, Manitoba, Alberta, British Columbia, and the Atlantic region. The workforce has now shrunk by about 20% (only 196 Dental Therapists remain in the province) which has increased the disparity in availability of Northern-based Dental Therapists. This disparity will only grow in the next five years as more Dental Therapists retire. This workforce shortage moves in lock-step with increasing oral health disparities in Indigenous communities.

- 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.*

This BSc Dental Therapy is an important component of the College of Dentistry Strategic Plan 2025 – (<https://dentistry.usask.ca/documents/college-of-dentistry-strategic-plan-2025.pdf>). One component of the plan is Educational Enhancement and Diversification, where the College has expanded its educational offerings and student numbers to better meet the needs of the population and generate additional tuition revenue. In addition to this BSc Dental Therapy program, the College has now implemented a Dental Assisting Program, a 21% increase in DMD students, a new International Dentist Degree Completion Program, a BSc DENT program, and a PhD program. The proposed new program is also fully aligned with the College of Dentistry Strategic Priority 1 – become Canada's leader in inclusive community care, Priority 3 – expand research capacity and output, and Priority 5 – uplift the needs, preferences, and aspirations of Indigenous people.

The proposed dental therapy program fits into the USask signature area of Indigenous Peoples, by preparing a new generation of Indigenous youth for employment as primary health professionals. It also reflects and supports the University Plan 2025 Commitment #1 – Courageous Curiosity by addressing Canadian dentistry's "Wicked Problem" of access to dental care for Indigenous people and communities. Similarly the proposed program aligns with

Commitment #2 – Boundless Collaboration, as the proposed program is being developed and implemented by a collaborative partnership between USask, NITHA SaskPoly, and Northlands College.

Finally, the proposed BSc – Dental Therapy program aligns with Commitment #3 – Inspired Communities, as delivery of the program will Amplify Value to Indigenous people and communities. This value will come from the improved quality of life that comes from better access to care, the additional community capacity that our program and graduates bring to the Indigenous communities where they work and live, and by the empowerment inherent in a Dental Therapy program that targets Indigenous faculty, staff and students.

The fit of this new program with University of Saskatchewan values and priorities can be seen in the following program Mission and Vision Statements and in Appendix 1:

Mission:

To develop the ideal work force to meet the oral health needs and aspirations of Canada's Indigenous people and communities.

Vision:

To show the world that an educational program can be a catalyst supporting decolonization through respect, inclusion, empowerment, and the vitality that comes from personal and community well-being.

- 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)*

Yes, we are targeting a particular demographic. Admission to the BSc – Dental Therapy program will be limited to Indigenous students in Saskatchewan and from across Canada. Non-Indigenous students will only be considered in the event that there is an insufficient number of qualified Indigenous applicants (Appendix 2).

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

There are no competing programs in Saskatchewan or in Canada, and there has not been a dental therapy program in Canada since the National School of Dental Therapy was closed for political reasons in 2010. That close led to our current acute labor shortage of dental therapists across Northern communities.

## **2. Admissions**

- a. What are the admissions requirements of this program?*

Admission to the Bachelor of Science in Dental Therapy degree program is limited to Indigenous students; non-Indigenous students will not normally be evaluated for direct admission into the program, and will only be evaluated in the event of an insufficient number of qualified Indigenous applicants (Appendix 2).

Priority admission will be given to qualified applicants who are agency-sponsored. All applicants will be required to submit a letter of intent outlining their agency-sponsorship

arrangement or if not sponsored, their intent on how they will apply their dental therapy training upon return to their community.

One important goal in program admissions is to help eliminate barriers and offer opportunities for Indigenous students to pursue Dental Therapy as a career whereby they return to their home communities to provide vital oral health care to residents and become role models for other young people who would like to enter the health care professions as they become older. We want Indigenous students to feel supported and encouraged through their educational process so that we can all enact our role as we build truth, reconciliation and relationship with Indigenous patients, families and communities through improved oral health care outcomes. Applicants must self-identify on the application for admission and submit government documentation and/or other documentation as determined by the Admissions Office. Acceptable documentation includes: Status or Treaty card, Metis National Council provincial registration cards, Métis Settlement General Council documentation, Nunavut Trust Service Card, or Nunavut Inuit Enrolment Card, Nunatsiavut Government Card or Nunavik Inuit Beneficiary Card. Students are encouraged to apply for government documentation or other documentation as soon as possible so that applications can be processed in a timely manner. Students who have not yet received, or are experiencing difficulty in obtaining acceptable documentation, are encouraged to contact the Admissions Office. Genealogies and letters from Indigenous organizations or agencies may be requested. Acceptable documentation must be received in the Admissions Office by the published application deadline for applications to be considered.

#### Seat Allocation Plan

The program will admit 21 students per year, with seven students each at the La Ronge, Prince Albert and Regina campuses. The program will admit nine Saskatchewan residents and 12 out-of-province residents each year.

Each campus will have the following student allocations:

- A total of **seven** students per year
  - Of these seven, **four** (12 in total for the three campuses) will be primarily comprised of out-of-Province agency-sponsored priority applicants but can include non-agency sponsored priority applicants if seats remain unfilled
  - The remaining **three** seats (9 in total for the three campuses) will be allocated to Saskatchewan residents and will be primarily comprised of agency-sponsored priority applicants but can include non-agency sponsored priority applicants if seats remain unfilled

Actual allocation of seats will depend on the number of qualified applicants for in-province and out-of-province seats. The respective allocation may go up or down depending on the number of qualified applicants.

All seats are open to both agency-sponsored and non-agency-sponsored applicants. Priority will be given to indigenous, agency-sponsored applicants who meet the program's admission requirements. In any given year, all seats could be filled with agency-sponsored students (Appendix 3).

In the event of insufficient numbers of applicants for a particular stream, seats will be offered to the next best qualified applicants following the program’s priority admission model.

#### Academic Requirements for Admission

The Bachelor of Science in Dental Therapy program is a Direct Entry Program and accepts applications from high school graduates for the program. The required high school admissions criteria include the following and are explained in Appendix 2:

<b>High School average</b>	<b>English</b>	<b>Biology</b>	<b>Math</b>	<b>5<sup>th</sup> Class Social Studies/ Humanities/Science</b>
Minimum 70%	ELA A30 & B30 or equivalent	Biology 30 or equivalent	Foundations of Math 30 or Pre-Calculus 30 or equivalent	<b>See Appendix 1.4 for applicable courses, highest grade to be used</b>

Out-of-Province applicants will be expected to have achieved the minimum average required on the equivalent high school courses from their province as calculated and approved by the Admissions Office at the University of Saskatchewan. As with in-province applicants, priority will be given to out-of-province agency-sponsored applicants.

#### Agency Sponsorship

To address national dental therapy workforce needs, the program will make seats available to enable agencies from Saskatchewan and across the country to recruit and sponsor students to study and then undertake return of service agreements with the agencies upon graduation. This is a key pathway to filling unfilled dental therapy positions across Canada (Appendix 3).

The University of Saskatchewan and the dental therapy program will not be directly involved in agency recruitment of potential sponsorship students or the terms of any agency-student return of service agreements.

All sponsored students must meet the program’s admission requirements and once admitted, must maintain the academic standing requirements for promotion and graduation.

Submission of a sponsorship application does not guarantee acceptance by the University of Saskatchewan and the program. Sponsorship priority will be given to indigenous students in accordance with the admission priorities of the program.

The number of available sponsorship seats will follow the program’s admission policy to balance provincial and national dental therapy workforce needs. Up to 12 seats per year are open to out-of-province residents and can be sponsored by non-Saskatchewan agencies. The remaining 9 seats are for Saskatchewan residents and are eligible for sponsorship by Saskatchewan agencies.

If in any given year there are not enough qualified Saskatchewan applicants, these seats will be opened to non-Saskatchewan applicants, including agency-sponsored students. Similarly, if there are insufficient qualified non-Saskatchewan applicants, , these seats will be opened to Saskatchewan applicants.



Sponsorship students may indicate their preference for which campus they want to study but not all requests are guaranteed to be accommodated.

Sponsorship eligible agencies include:

- First Nations and Inuit communities
- Indigenous governments and authorities
- Federal, Provincial, and Territorial governments
- Regional Health authorities

All sponsoring agencies must follow the University of Saskatchewan's sponsorship process which is outlined at: <https://students.usask.ca/money/tuition-fees/sponsorship-or-agency-billing.php#Howitworks>

### 3. Description of the program

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

The curricular objectives of this program are to train students to meet a new set of Dental Therapy competencies that were developed and will be used for National Program accreditation through Accreditation Canada. These Competencies are listed in Appendix 5 and are as follows:

#### Knowledge of Discipline Competency

1. **Integration of Knowledge of Discipline:** Incorporate cultural knowledge and foundational knowledge in behavioural, social, biological and public health sciences to generate evidence-informed, autonomous, practice judgements.

#### Core Competencies of Health Professions

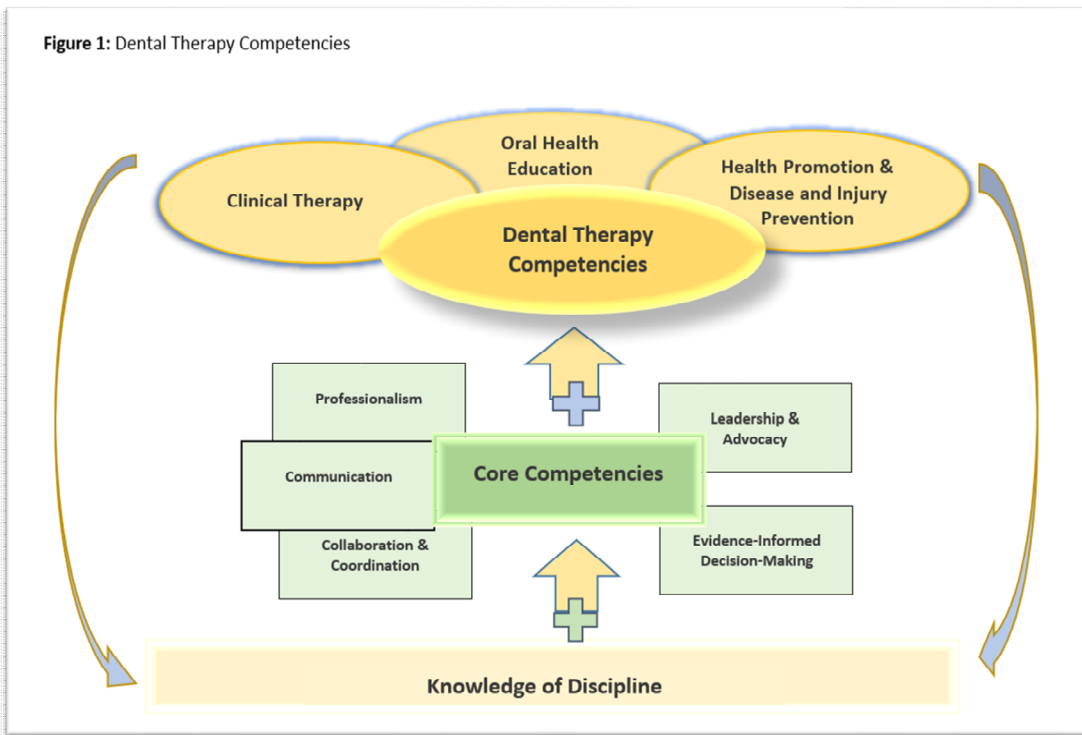
2. **Professionalism:** Demonstrate self-management and self-regulation in oral health and interprofessional settings within the parameters of relevant legislation, codes of ethics, and practice standards.
3. **Communication:** Integrate unique cultural perspectives and health literacy abilities when engaging with people to facilitate their use of information about oral and general health.
4. **Collaboration & Coordination:** Work effectively with others to address the oral health needs of people with a view to improving overall health and wellness.
5. **Evidence-Informed Decision-Making:** Use scientific information and Indigenous ways of knowing to inform and improve services.
6. **Leadership & Advocacy:** Work with people to help reduce inequities in oral health status and facilitate increased access to oral health services.

#### Dental Therapy Service Competencies

7. **Clinical Therapy:** Manage therapeutic and ongoing supportive services involving periodontal, restorative and oral surgical care with people during transitions and throughout the life span.
8. **Oral Health Education:** Support people in the exploration of their cultural traditions, values and beliefs, and in the acquisition of knowledge, skills, and self-care habits related to oral health and wellness.

9. **Health Promotion & Disease and Injury Prevention:** Participate in the assessment, decision-making, planning, implementation and evaluation of health promotion and preventive services with people from diverse communities.

See **Figure 1** below for a schematic representation of these domains. All actions are grounded in the knowledge base of the profession and the people they serve. The arrows back to the *Knowledge of Discipline* domain reflect the circular process of ongoing learning in education and practice.



- 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 BSc – Dental Therapy program will be offered in a 3-Campus model with Campuses located in Regina, Prince Albert, and LaRonge, Saskatchewan. This allows Indigenous students to study close to home, and in familiar physical locations and environments. Delivery of the program will be multi-modal and include a combination of didactic instruction, student- discovery, preclinical simulation, preclinical experience with high-fidelity dental simulators, authentic clinical experiences with live dental patients, and field practicum placement in existing Saskatchewan public health clinics. Delivery of didactic sessions will use a hybrid in-person and synchronous on-line attendance as instructors in the 3 campus locations share responsibility for delivery of course content to all students in the three campuses. For each didactic session, the students in one campus will sit in the classroom with a live instructor while students in the other two campuses

follow that instructor in a synchronous simulcast at their campus. The students watching in-person will alternate from campus to campus on an equal schedule.

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

The table below provides a list of the proposed dental therapy courses. Detailed curriculum mapping of program competencies to course offerings can be seen in Appendices 6 and 18.

#	Course Name	Credits	
<b>Term 1</b>			
DT 101	Dental Therapy Sciences I	4	
DT 102	Health Sciences I	3	
DT 103	Oral Health Sciences I	4	
DT 104	Behavioural Sciences I	3	
DT 105	General Anatomy & Physiology I	4	
DT 106	Dental Therapy Practice Hours	12 hrs.	
	<b>Total Credits</b>	18	
<b>Term 2</b>			
DT 111	Dental Therapy Sciences II	4	
DT 112	Health Sciences II	3	
DT 113	Oral Health Sciences II	4	
DT 114	Behavioural Sciences II	3	
DT 115	General Anatomy & Physiology II	4	
DT 116	Dental Therapy Practice Hours	14 hrs	
	<b>Total Credits</b>	18	
<b>Term 3</b>			
DT 201	Dental Therapy Sciences III	4	
DT 202	Health Sciences III	4	
DT 203	Oral Health Sciences III	4	
DT 204	Community Practice I	4	
DT 206	Dental Therapy Practice Hours	15 hrs	
	<b>Total Credits</b>	16	
<b>Term 4</b>			
DT 211	Dental Therapy Sciences IV	4	
DT 212	Health Sciences IV	4	
DT 213	Oral Health Sciences IV	4	
DT 214	Community Practice II	4	
DT 216	Dental Therapy Practice Hours	15 hrs	
	<b>Total Credits</b>	15	
<b>Term 5</b>			
DT 301	Dental Therapy Sciences V	4	
DT 302	Health Sciences V	4	
DT 303	Oral Health Sciences V	4	
DT 304	Community Practice III	4	
DT 306	Dental Therapy Practice Hours	15 hrs	
	<b>Total Credits</b>	16	
<b>Term 6</b>			
DT 311	Dental Therapy Sciences VI	4	
DT 312	Health Science VI	3	Possible electives: Technical writing /sociology/ psychology / biomedical ethics etc.
XXX	OR Elective		
DT 313	Oral Health Sciences VI	4	
DT 314	Community Practice IV	4	
DT 316	Dental Therapy Practice Hours	15 hrs	
	<b>Total Credits</b>	15	

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

The BSc – Dental Therapy program is planned to provide many opportunities for higher-level development in the cognitive domain. There are also extensive opportunities for higher level experience and development in the affective and psychomotor domains. Sequencing of the educational program is planned using a ‘spiraling curriculum’ model rather than using the traditional offering of a large number of discipline-specific courses. Under the Spiraling Curriculum model, each Term in the program is comprised of a core of four recurring courses of increasing depth and complexity as students progress forward in the program (Dental Therapy Sciences, Health Sciences, Oral Health Sciences, and Dental Therapy Practice). Each subsequent iteration of each course in the ensuing Term builds upon the knowledge, attitudes, and abilities attained in the previous course. In addition to these four Core Courses, students in Terms 1 and 2 will participate in two additional courses (Behavioural Sciences and General Anatomy and Physiology) in a similar two-term spiral model. Students in Terms 3-6 will participate in a new spiraling course in Community Practice. As students progress from term-1 towards term-5, the educational experiences and expectations progress from lower towards higher levels of thinking and ability. In the cognitive domain, terms 1 and 2 mostly provide learning opportunities in the knowledge, comprehension and initial application levels. By Terms 3 and 4, learning opportunities shift towards higher levels emphasizing comprehension, application and analysis. By terms 5 and 6, students are immersed in authentic professional healthcare practice where they are required to routinely demonstrate the lower cognitive abilities on a daily basis, and are given many educational opportunities at the application, problem-solving, synthesis and evaluation levels.

For example, students must demonstrate appropriate levels of knowledge acquisition and preclinical simulation experience in the areas of operative dentistry (fillings) in terms 1 and 2, as reflected by the following knowledge and comprehension level learning objective:

Prepare cavity preparations for direct restorations on manikins.

The dental therapy students must then apply these skills in the dental clinic setting in terms 3 and 4 with typical dental patients, as reflected by the following application and analysis level learning objective:

Manage patient anxiety while preparing a multi-surface anterior composite restoration.

In the latter portions of their program, the students are rostered into on-reserve community clinics serving a wider variety of patients with more complex needs. In these clinics they must modify the typical approach to operative dentistry (Adaptation and Origination levels) to meet challenging clinical and patient situations (homelessness and developmentally disabled patients), while ensuring that they meet the foundational principles of operative dentistry. This is reflected in the following synthesis level learning objective:

Develop treatment options based on the individual’s values, needs, beliefs and abilities.

Similarly, instruction and student experience in the Affective domain ensure student progress to the Valuing and Organizing levels.

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

The comprehensive breadth of the program encompasses the knowledge, attitude, and skill competencies required to meet the scope of practice expectations of the Saskatchewan Dental Therapists Association, as well as the Equal® Healthcare Education Accreditation standards of Accreditation Canada (see image below).



With this breadth, graduates of the program will be eligible to sit the National Board examinations in Dental Therapy, and upon successful completion, will be eligible for Registration and Licensure in Saskatchewan and other Canadian jurisdictions, and to subsequently enter dental therapy practice in Canadian Indigenous communities as well as other locations.

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.*

This six-semester, Baccalaureate program is an intensive course of studies leading to a career in a healthcare profession. All five of the USask learning goals are addressed to one degree or another.

Discovery Goals: The curriculum is delivered using a combination of didactic lecture, self-directed on-line learning, group work, preclinical simulation and clinical experience. Students are trained using a ‘discovery approach’ that facilitates a zest for life-long learning. Students are also required to participate in the dental care for complex clinical cases (i.e., severe dental disease in an anxious 2-year old child) where intellectual flexibility is fostered.

Knowledge Goals: The comprehensive breadth of the program encompasses the knowledge, attitude, and skill competencies required by Accreditation Canada. With this breadth, graduates

of the program will be eligible to sit National Board examinations in Dental Therapy. This provides external validation that the program meets knowledge goals.

Integrity Goals:

This BSc – Dental Therapy program is a professional program that provides instruction in, models, and requires students to act with professionalism and integrity. Graduates must demonstrate that they understand and consistently practice professional and ethical integrity to graduate.

Skills Goals:

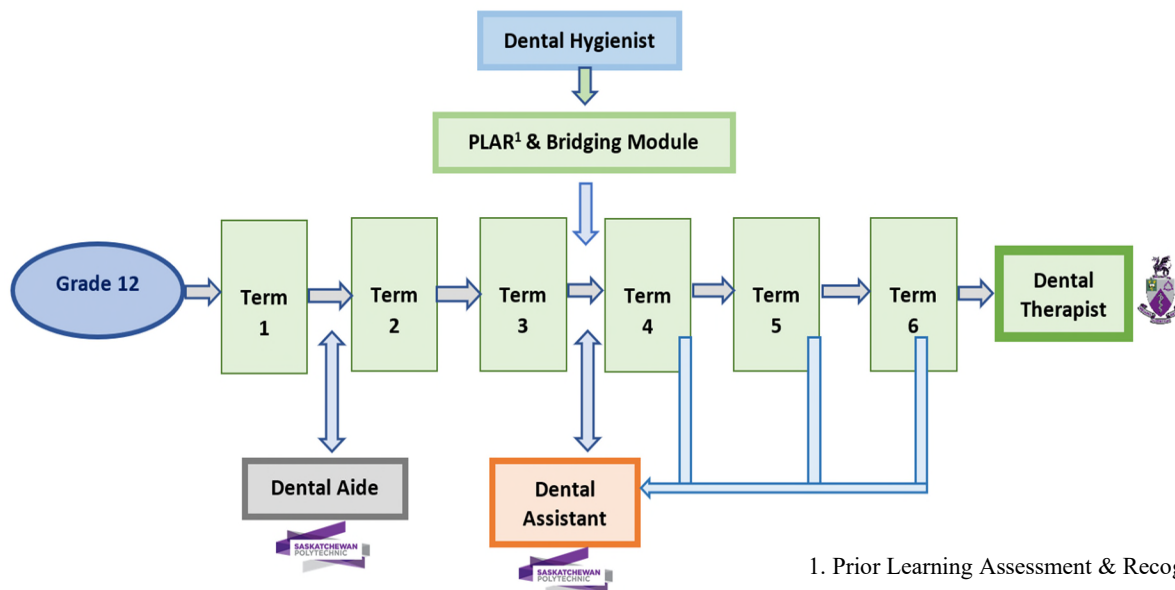
All dental therapy students must successfully complete the DT 311 and DT 314 courses which include extensive instruction and experience in interpersonal and therapeutic communication, including authentic clinical experience. Students must demonstrate competency before graduation.

Citizenship Goals:

The proposed BSc – Dental Therapy program provides students with the opportunity to participate in student leadership roles within College of Dentistry management infrastructure. Diversity training and opportunities to serve disadvantaged people and communities are mandatory, as are opportunities to volunteer further to support these populations (i.e., Direct Dental, the College of Dentistry student-led dental clinic).

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

The Bachelor of Science in Dental Therapy program is a Direct Entry Program and accepts applications from high school graduates for the program. Students with higher levels of educational attainment, or who wish to enter from other programs will be considered provided they meet the published admission criteria. This proposal also acknowledges the fact that historically the dental therapy program experienced a moderate rate of student attrition related to the social and cultural norms of the student body. As such, the program is designed as a multi-entry, multi-exit model, and proposes to accept registered dental hygienists into the second year of the program to fill attrition-related vacant seats. As demonstrated in the following figure, the dental hygienists would need to undergo a Prior Learning Assessment and Recognition, as well as a Bridging Module that is individualized to address any identified knowledge and skill gaps.



1. Prior Learning Assessment & Recognition

In addition, the program is designed to ensure that students who voluntarily withdraw from the program for any reason receive an appropriate credential that reflects their educational attainment. An all-or-none approach to credentialing does not fit the target student population. As such, the Dental Therapy curriculum has been purposefully designed to align with the curricula in Saskatchewan Polytechnic's Dental Aide Program and Dental Assisting Program. Students who voluntarily withdraw after successfully completing Term-1 will be eligible for a Dental Aide credential while those completing Term-3 will be eligible for a Dental Assisting credential, with both credentials issued by Saskatchewan Polytechnic. Student successfully completing the entire 6-term program will be granted the BSc in Dental Therapy credential from the University of Saskatchewan.

- 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 2 years and after 5 years by looking at some key performance indicators. These KPIs and their respective targets include the following:

<u>Key Performance Indicator</u>	<u>Target</u>
Program accreditation	DT Program accredited by EQual
# student applications	≥40 applicants/year
Program completion rate	≥60% on-time completion for Year-1 cohort ≥90% on-time completion for year-2 cohort
National Board exam pass rate	≥95% pass rate after 2 attempts
Student satisfaction with program	≥80% responding satisfied or very satisfied
Improved labour market analyses	≥40% improvement

- 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.*

As previously discussed, accreditation through Accreditation Canada will be required for graduates to be eligible for licensure in Canada. The College has already engaged EQual and has completed their prescribed accreditation submission documents. These will be submitted immediately following USask approval of the proposed BSc in Dental Therapy program.

#### **4. Consultation**

- a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?*

The proposed BSc in Dental Therapy program is planned to have extensive integration with the existing Certificate in Dental Assisting programs at both USask and SaskPoly. The new dental therapy students will be integrated virtually with the USask and SaskPoly dental assisting students in the many common areas of their curricula (i.e., dental terminology, health education, smoking cessation services, rubber dam placement, dental materials, etc). This will not only allow for inter-professional experiences and learning, but will also bring efficiencies to all 3

academic programs through the sharing of resources. Further, the dental assisting students from the two programs will be provided with practicum placement opportunities where they act as the dental assistant for senior dental therapy students providing patient care.

There are no opportunities for students from other programs to benefit from courses in this program due to infrastructure limitations in preclinical simulation labs and dental clinics.

The BSc in Dental Therapy program does not directly lead into other programs offered at USask. However, in anticipation of program approval, the College of Dentistry Faculty Council on March 9, 2022, passed a motion to modify its admissions criteria whereby BSc in Dental Therapy program graduates can be accepted into the DMD program, thus being given credit for their prior learning and experience (Appendix 6).



- 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.*



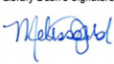
Internal consultations took place initially as part of the 2017-2018 University of Saskatchewan Strategic planning – where we were asked to address society’s wicked problems – and subsequent College of Dentistry Strategic Planning in 2018. The Office of the Provost has been kept abreast of the progress made on developing a proposal for Indigenous Services Canada, and the USask Legal Office were consulted and involved in finalizing and approving the \$150,000 grant for the project from Indigenous Services Canada as well as the partnership MOA between USask, NITHA, and SaskPoly. A motion to establish a new BSc - Dental Therapy program was approved by Dental Faculty Council on March 9, 2022. Finally, the Provost has provided a Letter of Support for establishment of the program (see below and Appendix 7).



- 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.*

The proposed BSc - Dental Therapy program does not involve courses or other resources from colleges outside the College of Dentistry.

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

 <b>UNIVERSITY OF SASKATCHEWAN</b>	<b>Library Requirements for New Programs and Major Revisions</b>
<p>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 <a href="#">Liaison Librarian</a> for assistance.</p> <p>Attach the completed form to the program proposal prior to submission to the Academic Programs Committee. Additional comments may also be attached if required.</p>	
<p>1. Proposal Identification</p> <p>Full name of program: <b>Bachelor of Science in Dental Therapy</b></p> <p>Short form (degree abbreviation): <b>BSc – Dental Therapy</b></p> <p>Sponsoring Department/College: <b>Dentistry</b></p> <p>Degree Level: <b>Undergraduate</b></p>	
<p>2. Library Resources</p> <p>2.1 Resources are/will be located mainly in the <u>  HSC  Library  </u></p> <p>2.2 Comment on the adequacy of the current level of Library acquisitions in support of this discipline. <u>  The current library holdings are appropriate as 100% of the content to be taught in the program is already being taught in our DMD and Dental Assisting Programs.  </u></p> <p>2.3 Specify serial titles that are core to this program. <u>  Journal of Periodontology   Fundamentals of Operative Dentistry   Oral Health Promotion   Preventive Dentistry.  </u></p> <p>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). <u>  None.  </u></p> <p>2.5 Will any resource re-allocation within the broad discipline be necessary to support this new program? <u>  No.  </u></p> <p>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.) <u>  Existing expertise meets the needs of this program.  </u></p>	
<p>3. Additional Library Resources Required</p>	
<p>3.1 What new subject areas of acquisition are needed to meet program requirements? <u>  None  </u></p> <p>3.2 What new electronic resources/databases are required? <u>  Just the existing resources.  </u></p> <p>3.3 Are there new/additional library technology requirements necessary to support this program? <u>  No.  </u></p> <p>3.4 Are there distance education service needs and costs? <u>  No.  </u></p> <p>3.5 Provide an estimated budget required for library resources to support this program annually. <u>  Estimated to be nearly zero.  </u></p>	
<p>4. Statement of Assessment of Library requirements In addition to there being no measurable impact on library collections, we anticipate that we can provide any library teaching, learning, and research service supports with our existing resources. Dental Therapy students will be primarily supported by the College of Dentistry's liaison librarian.</p> <p>Date: February 8, 2022</p> <p>Liaison Librarian's Signature: </p> <p>Library Dean's Signature </p> <p>Faculty member (for the sponsoring college/dept)</p>	

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

Bodies external to the University that were consulted included Indigenous Services Canada (ISC), the Office of the Chief Dental Officer of Canada (OCDOC), the Canadian Association of Public Health Dentistry (CAPHD), the College of Dental Surgeons of Saskatchewan (CDSS), the Saskatchewan Dental Therapists Association (SDTA), Saskatchewan Polytechnic (SaskPoly), Northlands College, and the Northern Intertribal Health Authority (NITHA). Few notable barriers were identified (see the Letters of Support from the Chief Dental Officer for Canada, Saskatchewan Polytechnic, Northlands College, and the Northern Intertribal Health Authority included here and as Appendices 11, 9, 13 and 10 respectively).

10 February 2022

Dr. Doug Brothwell  
Dean, College of Dentistry  
University of Saskatchewan  
douglas.brothwell@usask.ca

Re: BSc in Dental Therapy Educational Program

Dear Dr. Brothwell,

The Office of the Chief Dental Officer of Canada is pleased to provide this letter of support for the establishment of a *BSc in Dental Therapy* educational program at the University of Saskatchewan. Dental therapists are important primary oral healthcare professionals that have played a key role in oral healthcare for Indigenous communities and people in Canada. The closure of the National School of Dental Therapy 11 years ago has resulted in a shortage of Dental Therapists in Canada and has severely impacted the oral health and access to dental care for marginalized Canadian populations, including Indigenous people and communities.

This new *BSc in Dental Therapy* training program will help fill an important gap in access to oral health care services for marginalized populations and will reduce the burden of suffering experienced by these groups. We are confident that the three program partners, University of Saskatchewan, Northern Tribal Health Authority, and Saskatchewan Polytechnic have the history, capacity, and expertise to ensure early and ongoing success for the program.

Thank you for taking on this important initiative. We look forward to seeing the University of Saskatchewan Dental Therapist graduates make a difference in the health and well-being of Canadians.

Yours sincerely,



Dr. James Taylor  
Chief Dental Officer of Canada



785, avenue Carling Ottawa, ON K1A 0K9  
Indice de l'adresse: 6903B

785 Carling Avenue Ottawa, ON K1A 0K9  
Address Locator: 6903B



February 2, 2022

Indigenous Services Canada

To Whom It May Concern:

The School of Health Sciences at Saskatchewan Polytechnic is pleased to provide support for the proposed Dental Therapy degree. Saskatchewan Polytechnic was one of the first educational institutions to instruct Dental Therapists in Saskatchewan. We currently deliver an accredited Dental Hygiene Advanced diploma program and an accredited Dental Assisting certificate program.

Saskatchewan Polytechnic has recently had extensive renovations to the dental clinics at the Regina Campus to meet infection control and privacy standards. Therefore, we are poised to host one of the proposed Dental Therapy delivery sites. Our dental clinic focuses on vulnerable clients from Indigenous and newcomer communities. We employ dental therapists, dental hygienists, dentists, and dental assistants. The dental therapy faculty are very excited about the possibility of a dental therapy program in Saskatchewan.

Saskatchewan Polytechnic is well known for its commitment to innovation, a hands-on approach to program delivery and excellent student supports. We have learning services, an Indigenous Student Support Coordinator, health nurses, counselors, library services, tutoring, etc. We are pleased to partner with the University of Saskatchewan College of Dentistry and Northern Inter-Tribal Health Authority (NITHA) to propose the delivery of a dental therapy program in Saskatchewan.

Sincerely,



Christa MacLean  
Interim Dean, School of Nursing and School of Health Sciences  
Saskatchewan Polytechnic



Head Office  
P.O. Box 1000  
Air Ronge, SK, S0J 4G0  
Phone: (306) 425-4480  
Toll Free: 1-888-311-1185  
Fax: (306) 425-3002

February 15, 2022

Indigenous Services Canada  
10 Rue Wellington  
Gatineau QC  
K1A 0H4

To Whom It May Concern:

It is with pleasure and enthusiasm that Northlands College supports the proposed Dental Therapy Program. Our College is very well versed in providing health programming in northern Saskatchewan and as such is well positioned to be an active partner. Northlands College is prepared to allocate space to accommodate a program of this magnitude and in so doing will ensure a dental training presence in northern Saskatchewan for years to come. This has been a program area of interest to our College ever since the National School of Dental Therapy closed in 2011. Bringing this program to fruition will ensure access to dental services in the northern and remote regions of Canada and is very much needed to improve the overall health of people living in these regions. In addition, this worthwhile program will provide training and employment opportunities for the northern communities we serve.

We are very excited about this opportunity and look forward to being part of the success this program will bring to northern Saskatchewan.

If you have any further questions about the role of Northlands College, please feel free to contact me at 306-425-4420.

Sincerely,



John Guy Penney  
President & CEO



Northern Inter-Tribal Health Authority Inc.



February 1, 2022

To Whom It May Concern:

Re: Establishing a Dental Therapy Training Program: Partnership between Northern Inter-Tribal Health Authority, University of Saskatchewan College of Dentistry, and Saskatchewan Polytechnic

On behalf of the Northern Inter-Tribal Health Authority (NITHA) Board of Chiefs representing the Prince Albert Grand Council (PAGC), Meadow Lake Tribal Council (MLTC), Peter Ballantyne Cree Nation (PBCN) and the Lac La Ronge Indian Band (LLRIB), I convey the Partnership's utmost support in the establishment of a Dental Therapy Training program in Saskatchewan.

The Dental Therapy model of care is followed in our communities to expand access to dental services and children's oral health programming. This model has been severely impacted by the declining Dental Therapy Workforce and the lack of a dental therapy training program. This program will provide the opportunity to fill the many vacant positions throughout our Partnership. Training Indigenous People to be Dental Therapists in their home communities will substantially impact improving the state of oral health not only in Saskatchewan but throughout the country.

Dental Therapy Training has been a priority for NITHA since the National School of Dental Therapy closed in 2011. Therefore, we are exceptionally excited to partner with the USask and Sask Polytechnic. This program will address access to dental services in our communities and enhance their community-based health services model. The program comes as very welcoming and exciting news.

If you require additional information, I would be pleased to further discuss the benefits this program offers. Please call me at 306-953-5000.

Sincerely,

NORTHERN INTER-TRIBAL HEALTH AUTHORITY



Tara Campbell  
Executive Director

cc. NITHA Board of Chiefs

## 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).*

Six instructors will participate 100% of their time (teaching and administration time) in the teaching, advising and other activities related to delivery of the core program. Three of these will be new faculty hires to the College of Dentistry, supported by new tuition funds, and the three others will be seconded instructors from the three program partners, one each from NITHA, SaskPoly, and Northlands College (see Operational budget projection for details).

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

As a new program, there are no courses or programs that need to be eliminated. All instructional time in the program is supplied by new instructors.

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

As a new program, there is no effect on the teaching assignments of the College of Dentistry or its instructors (i.e., all instructors in the BSc in Dental Therapy program are new/seconded positions), although efficiencies will occur through shared delivery of didactic sessions with the Dental Assisting programs at USask and SaskPoly.

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

The resources required to implement this new BSc in Dental Therapy program have primarily been provided through a **\$2,137,747.00 Establishment Grant** from Indigenous Services Canada. Additional resources for the program will be provided as in-kind contributions of existing resources from the four program partners, COD, NITHA, SaskPoly, and Northlands College. The cost of the six new instructors, three new clinical staff members and one administrative support staff member will be covered by program operational revenues or in-kind contributions as shown in the 5-year projected operating budget detailed in Section 5.i. below. Further administrative support for the program will be provided by existing resources within the College, SaskPoly, Northlands, and NITHA (i.e., admissions, scholarships, fundraising, student supports, Indigenous elder-in-residence, etc). Classroom and clinical space are available within the 3 campus locations to ensure appropriate learning opportunities for the BSc – Dental Therapy program students. All of the necessary capital resources required to establish the program – i.e., leasehold improvements and dental equipment for the three campus locations as well as 6-months of instructor salary – are covered through a \$2,137,747.00 Establishment Grant from the Federal Government (ISC).

- 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.*

A core concept in offering the BSc – Dental Therapy program is the use of a distributed context. Each of the three campus sites will have two instructors who will contribute to the 2.5 to 5.0 hours of didactic sessions that are held each day, with a hybrid delivery model that has year-1 students in one campus sitting live in a face-to-face didactic session, while the year-1 students in the other two campuses are in their classrooms watching the same live session using distance education (i.e., via Zoom). This approach is also used for the year-2 cohort. The Campus site from which the instructor hosts the live classroom session will rotate in a manner that will ensure equal distribution of student didactic experience. While the costs of establishing the 3-campus model are substantial, these costs are being born by our \$2,137,747.00 Establishment Grant from ISC. The incremental operational costs related to offering the program in a distributed manner are expected to be negligible as all three campus locations already have the necessary infrastructure in place.

- f. *If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*

There are no other USask colleges involved directly in the program. Financial or in-kind resources are being provided by our program partners as follows:

- SaskPoly
  - Campus space \$55,000
  - One seconded instructor \$130,000
  - **Total \$185,000 annually**
- NITHA
  - Student wellness & Elder-in-residence \$25,000
  - One seconded instructor \$130,000
  - **Total \$155,000 annually**
- Northlands College
  - Campus space \$55,000
  - One seconded instructor \$130,000
  - **Total \$185,000 annually**
- Indigenous Services Canada
  - One-time Establishment Grant **\$2,137,747.00 one-time**

The full budget projection can be found in Appendix 20.

- 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?*

It is anticipated that many of the BSc – Dental Therapy students will have their educational costs sponsored through their home First Nation or a governmental agency. For unsponsored students,

or those requiring support beyond that provided by their sponsorship, scholarships are available through the University of Saskatchewan, the Provincial Saskatchewan Student Financial Assistance for Indigenous Students program, and the Federal Canada Student Grant for Full-Time Students, Canada Skills-Boost Top-Up for adult learners, and Canada Student Grant for Students with Dependents. In addition, upon USask approval of the proposed BSc- Dental Therapy program, the College of Dentistry will immediately start work to establish a number of specific program scholarships similar to those available to students in our other programs.

*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 a special program tuition of \$25,500.00 per year (\$8,500.00 per term) in the program for students admitted into Term-1 of the program. This level of tuition was deemed acceptable in our consultation with the NITHA Council of Chiefs and is intermediate to that charged in our dental assisting program and our dentistry program. This intermediate tuition is considered appropriate for the future earning potential of Dental Therapists, which is also intermediate between that of a dental assistant and a dentist.

We propose a special program tuition of \$51,000.00 per year (\$17,000.00 per term) for students admitted into Term-3 of the program (dental hygienist stream), which will include the required PLAR (prior learning assessment and recognition) and Bridging Module. This tuition is deemed appropriate due to the expected high number of applicants vying for a projected 7 seats in this stream (projected first year student attrition), the individualized nature of the PLAR and Bridging Module, and the higher future earning power of a dually qualified hygienist/therapist. Further, this higher tuition for advanced standing students is consistent with the model currently used in Canadian dental school IDDP programs (International Dentist Degree Completion Program) where advanced standing students (international dentists) typically pay a 2x tuition differential to enter and complete the program in 50% of the normal time.

*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. Note that the projected budget generates a substantial net surplus, and that this surplus is after factoring in  $\geq$ \$285K per year contingency (row 36) and  $\geq$ \$200K per year dental equipment amortization (row 31). If needed, the amortization funds can be reallocated to the net surplus (deficit).

The following Five-Year Projected Budget shows a larger net operational surplus for year one of the program. This larger surplus reflects the fact that in the first year of program operation there will not be a cohort of students progressing from 1<sup>st</sup> to 2<sup>nd</sup> year. As such, and for the first year of the program only, the program will admit 21 dental hygienists through the proposed dental hygienist stream. These students pay tuition at a 2.0 differential of regular stream students.

1 Budget for BSc in Dental Therapy Program									
2 USask/NITHA/SaskPoly/Northlands									
3 Operational Budget									
				Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	
				2023-24	2024-25	2025-26	2026-27	2027-28	
6 Revenue		Students/yr	PY1 amount						
7 Tuition									
8 Stream 1 & 2 students - 7/site/yr		21	\$ 25,500	\$ 535,500	\$ 556,920	\$ 579,197	\$ 602,365	\$ 626,459	
9 Stream 1 & 2 students entering Yr 2		14	\$ 25,500	\$ 371,280	\$ 371,280	\$ 386,131	\$ 401,576	\$ 417,640	
10 Stream 5 & 6 students entering Yr 2		7	\$ 51,000	\$ 1,071,000	\$ 371,280	\$ 386,131	\$ 401,576	\$ 417,640	
11 Patient Fees (fee for service billing)				\$ 600,000	\$ 624,000	\$ 648,960	\$ 674,918	\$ 701,915	
12 USask Dental Therapy Instructor				\$ 130,000	\$ 135,200	\$ 140,608	\$ 146,232	\$ 152,082	
13 Northlands Dental Therapy Instructor				\$ 130,000	\$ 135,200	\$ 140,608	\$ 146,232	\$ 152,082	
14 SaskPoly Dental Therapy Instructor				\$ 130,000	\$ 135,200	\$ 140,608	\$ 146,232	\$ 152,082	
15 NITHA Dental Therapy Instructor				\$ 130,000	\$ 135,200	\$ 140,608	\$ 146,232	\$ 152,082	
16 NITHA Student Supports/Elder in Residence				\$ 25,000	\$ 26,000	\$ 27,040	\$ 28,122	\$ 29,246	
17 TOTAL REVENUE				\$ 2,751,500	\$ 2,490,280	\$ 2,589,891	\$ 2,693,487	\$ 2,801,226	
18									
19 Expenses				Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	
20 Salary & Benefits				#	Annual Cost				
21 Assistant Dean stipend		1	\$ 6,000	\$ 6,000	\$ 6,240	\$ 6,490	\$ 6,749	\$ 7,019	
22 Instructors (Dental Therapists)		6	\$ 130,000	\$ 780,000	\$ 811,200	\$ 843,648	\$ 877,394	\$ 912,490	
23 Dental Assistants (Support Workers)		3	\$ 75,000	\$ 225,000	\$ 234,000	\$ 243,360	\$ 253,094	\$ 263,218	
24 Administration Support Worker		1	\$ 77,000	\$ 77,000	\$ 80,080	\$ 83,283	\$ 86,615	\$ 90,079	
25 Indigenous student supports, Elder in Residence			\$ 25,000	\$ 25,000	\$ 26,000	\$ 27,040	\$ 28,122	\$ 29,246	
26 Vacation Support for Instructors/DAs			\$ 57,981	\$ 57,981	\$ 60,300	\$ 62,712	\$ 65,220	\$ 67,829	
27 Dental Supplies (est. 17.5% of billings - industry standard)				\$ 105,000	\$ 109,200	\$ 113,568	\$ 118,111	\$ 122,835	
28 Office Supplies				\$ 35,000	\$ 36,400	\$ 37,856	\$ 39,370	\$ 40,945	
29 Equipment Maintenance (contract)				\$ 110,000	\$ 114,400	\$ 118,976	\$ 123,735	\$ 128,684	
30 * USask/SaskPoly Primary institution costs (admissions, degree)		42	\$ 1,000	\$ 42,000	\$ 43,680	\$ 45,427	\$ 47,244	\$ 49,134	
31 USask Tabbs cost recovery				\$ 257,600	\$ 267,904	\$ 278,620	\$ 289,765	\$ 301,356	
32 Electronic Health Record Software (ICE System) licensing fee (\$400/student)				\$ 16,800	\$ 16,800	\$ 16,800	\$ 16,800	\$ 16,800	
33 TOTAL EXPENSES				\$ 1,737,381	\$ 1,806,204	\$ 1,877,780	\$ 1,952,219	\$ 2,029,636	
34									
35 NET SURPLUS/(DEFICIT)				\$ 1,014,119	\$ 684,076	\$ 712,111	\$ 741,267	\$ 771,590	
36									
37 PROGRAM RESERVE FUND - 6% of Year 2 budget, held by USask				\$ 149,417					
38									
39 FINAL SURPLUS/(DEFICIT)				\$ 864,702	\$ 684,076	\$ 712,111	\$ 741,267	\$ 771,590	
40									
41									
42 Partner share of surplus/deficit									
43 SaskPoly - 1/4 of surplus/deficit				\$ 216,176	\$ 171,019	\$ 178,028	\$ 185,317	\$ 192,898	
44									
45 Northlands - 1/4 of surplus/deficit				\$ 216,176	\$ 171,019	\$ 178,028	\$ 185,317	\$ 192,898	
46									
47 NITHA - 1/4 of surplus/deficit				\$ 216,176	\$ 171,019	\$ 178,028	\$ 185,317	\$ 192,898	
48									
49 USask - 1/4 of surplus/deficit				\$ 216,176	\$ 171,019	\$ 178,028	\$ 185,317	\$ 192,898	
50 TABBS funding (USask)				\$ 257,600	\$ 267,904	\$ 278,620	\$ 289,765	\$ 301,356	
51 TOTAL USask surplus/(deficit)				\$ 473,776	\$ 438,923	\$ 456,648	\$ 475,082	\$ 494,253	
52									
53 4% - inflation index - Year 2 and beyond									
54									
55 * Primary institution expense to be shared 50%-50% between USask and SaskPoly									
56									
57 June 10, 2022 final revision									

Please note that in the first year of the program, \$149,417.00 of the projected \$1,014,119.00 net surplus will be allocated to the College of Dentistry financial reserves, consistent with USask policy requiring 1.5% to 6% in financial reserves.

- 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 enrolment target for the program is 21 students per year, distributed as seven students per year per campus. The concept of a minimum enrolment does not apply to the proposed program, as the phased candidate selection process will ensure full enrolment each year, and the advanced standing admission stream will allow us to fill any seats that become vacant due to student attrition from the first year of the program. Being the only dental therapy program in Canada, and drawing applications from across Canada, the BSc – Dental Therapy program is expected to draw between 200 and 300 applicants per year, all vying for 21 seats. The maximum enrolment is 21 students per year as this reaches the limits of the physical infrastructure available for preclinical simulation and clinical dental care.

- 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?*

The ongoing total expected new tuition revenue is \$1,299,480.00 per year, using the proposed 3-campus distributed education context with a single program delivery model, no planned electives, assuming a 30% attrition level, and allowing for a 4% tuition increase in subsequent years. For the first year of the program only, the total expected new tuition revenue is \$1,606,500.00, reflecting a one-time, year-two cohort of dental hygienists paying tuition of \$51,000 for the year. As a new program, this is all incremental revenue. Additional program operating revenue will be garnered through the USask budget allocation system (from TABBS), student fees, and clinical revenue from patient dental care services. 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?*

The program has been designed to be independently sustainable with 21 students/year, and will provide a significant net budgetary advantage to the College (estimated \$450,000/yr).

We do not anticipate having any problem accepting a full cohort each year considering the relatively small annual intake number (21) and the fact that we are accepting students from across Canada (12 out-of-Province [OOP] and 9 Saskatchewan). The demand for this program is expected to be at least equivalent to Saskatchewan's two Dental Assisting programs and one Dental Hygiene program which have waiting lists of Saskatchewan applicants and always fill their annual intake of cohorts of 177 and 26, respectively.



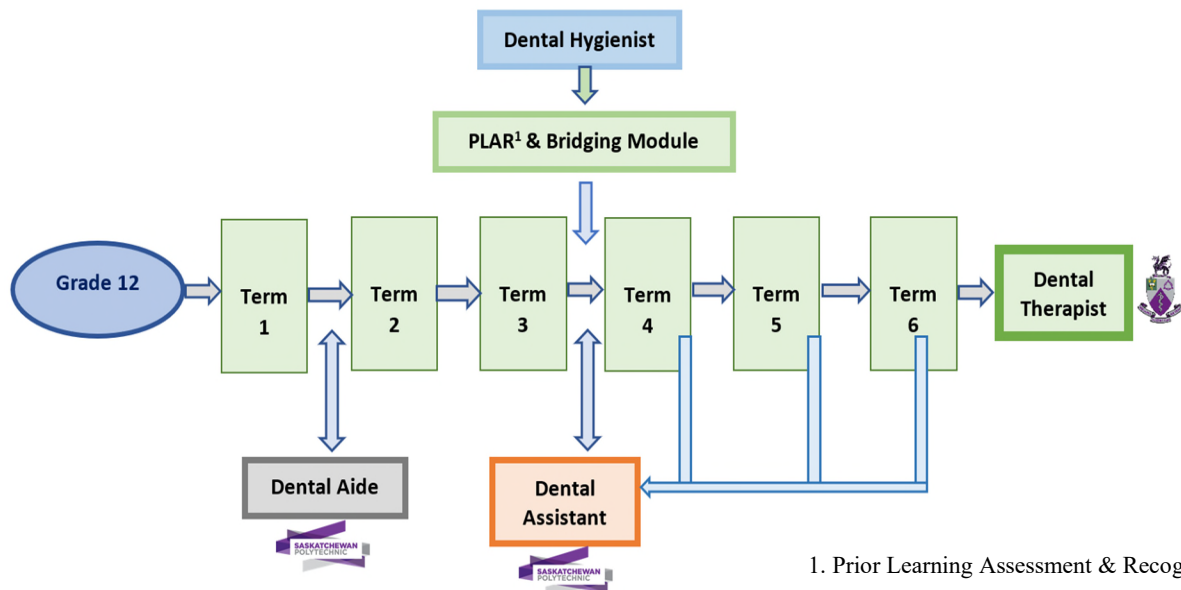
The dental therapy program is expected to receive between 200 and 300 applications per year, and will accept students from a sequential set of admission streams to ensure a full annual intake into year-1:

- Intake stream #1:
  - agency-sponsored Indigenous students from Saskatchewan, and
  - agency-sponsored Indigenous students from OOP
- Intake stream #2:
  - non-sponsored Indigenous students from Saskatchewan, and
  - non-sponsored Indigenous students from OOP
- Intake stream #3:
  - non-Indigenous students from Saskatchewan
  - non-Indigenous students from OOP
- Intake stream #4:
  - Returning students with early-exit credentials

Further, any open seats created by student attrition from the 1st year of the program will be re-filled with dental hygienist applicants (advanced standing candidates) at the start of the second year of the program (Term 4) using two additional admissions streams. This is possible due to the overlap of training in the dental hygiene and dental therapy curricula, and will include the addition of a formal Prior Learning Assessment and Recognition plus an individualized Bridging Module (PLAR+Bridge).

- Intake stream #5 (into PLAR+Bridge and then 4<sup>th</sup> Semester):
  - Indigenous dental hygienists from anywhere in Canada
- Intake stream #6 (into PLAR+Bridge and then 4<sup>th</sup> Semester):
  - Non-Indigenous dental hygienists from Saskatchewan

The entry point of dental hygienists into the program is depicted in the following figure:



The envisioned system of intake streams will be applied sequentially until a full cohort is accepted into Year-1 each year, and then the full cohort will be re-established at the start of Year-2. With this system we envision filling and maintaining our desired student numbers (21 per year in the program) every year while best meeting our target student demographic, namely Indigenous students who improve access to care by spending their professional career serving Indigenous communities.

In its inaugural year of operation, the BSc Dental Therapy program will not have any students being promoted from Term-3 to Term-4, nor any returning students that could re-enter into Term-4. As such, and for the inaugural year only, the program will admit 21 dental hygienists into the second year of the program through intake streams #5 and #6. This initiative will help make the program fiscally self-sustaining even in its first year of operation and allow for a full graduating cohort in one year instead of two.

Please see item 5.i. above.

- 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 items 5.f and 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 indicated any anticipated surpluses/deficits associated with the new program*

All capital and initial set-up costs for the program are covered through our \$2,100,997.00 Grant from Indigenous Services Canada, or by in-kind contributions from supporting/partner agencies (see items 5.f and 5.i above). This includes the leasehold improvements, equipment, and instrument costs to establish the three campus locations, as well as 9-months of Instructor salary for two new faculty members to develop the daily lectures, assignments, labs, and other resources needed to deliver the full program. The student numbers, tuition, student fees, and estimated TABBS allocation were intentionally set to ensure the program operates with a moderate net-positive operational budget.

Besides the in-kind resources that will be provided from existing infrastructure in the College of Dentistry, and assuming fair and consistent annual TABBS allocation, there are no other direct resource implications to the University.

## 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 undertook an extensive process of consultation and communication leading to this proposal to establish a BSc in Dental Therapy program. That consultation began back in the 2017-2018 academic year as part of the College's 7-Year Strategic Planning initiative. As previously described, the College identified 5 Strategic priorities, three of which are directly related to the proposed BSc in Dental Therapy program, namely:

- Priority 1 – Become Canada's leader in Inclusive Community Care
- Priority 2 – Expand educational programming
- Priority 5 – Uplift the needs, preferences, and aspirations of Indigenous people.

The proposed BSc in Dental Therapy program will also indirectly support strategic Priority 3 – Expand research capacity and output, through new Indigenous partnerships and the availability of new clinical health and health service data (with appropriate ethics, community, and subject approvals/consent, of course).

Subsequent to the initial strategic planning initiatives, Dental Faculty Council has been kept abreast of the progress being made with the program at many Faculty Council meetings, as well as at least 5 presentations and discussion sessions at Townhall meetings or regular faculty communications meetings.

A formal motion to establish a BSc in Dental Therapy program in the College of Dentistry was passed by Dental Faculty Council on March 9, 2022. A separate formal motion to modify the admission criteria for the DMD program to accept graduates of the BSc in Dental Therapy program was also passed on March 9, 2022.

## College Statement (Appendix 8)



UNIVERSITY OF SASKATCHEWAN  
College of Dentistry  
USASK.CA/DENTISTRY

Office of the Dean  
GA 10 Health Sciences Building, 107 Wiggins Road  
Saskatoon SK S7N 5E5 Canada  
Telephone: 306-966-5122  
Fax: 306-966-6632

November 24, 2021

Chair, Academic Programs Committee  
University of Saskatchewan

Dear Chair,

The College of Dentistry strongly supports the establishment of a BSc in Dental Therapy Program (BSc – Dental Therapy) and recommends that the proposal move forward. The BSc – Dental Therapy program is a six-term, 24-month program that prepares students to work as a dental therapist in a dental office setting. Dental Therapists are primary dental healthcare workers that are often referred to as Mid-level Providers. Program graduates will be eligible to challenge the dental therapy National Board Examinations, and subsequently register as a dental therapist in the Province of Saskatchewan and other Canadian jurisdictions. Dental therapists perform regulated diagnostic, preventative, restorative, and surgical procedures in the mouth (i.e., x-rays, fluoride treatment, fillings, and extractions) and are considered by many to be the ideal solution to expanding access to dental care for Canada's Indigenous communities.

The proposed DAP program consists of 24 months of classroom, preclinical simulation, and clinical experience, with a two-month practicum placement in the latter part of the program. To develop the proposed BSc – Dental Therapy, the College of Dentistry partnered with the Northern Inter-Tribal Health Authority (NITHA) and Saskatchewan Polytechnic (SaskPoly) and obtained a \$150,000 grant from Indigenous Services Canada (ISC) that was used to develop a full program proposal. That Proposal was accepted by ISC and approved for one-time capital funding to establish the program. USask, NITHA and Sask Poly have agreed that the program will be offered as a USask credential but be delivered and managed by the partnership.

Through its strategic planning process, the College of Dentistry has set a goal to enhance, expand, and diversify its educational offerings. Two of our five strategic priorities involve improving access to dental care for Indigenous communities and people. This innovative BSc – Dental Therapy program will support the education of the ideal oral health workforce to improve access to care and quality of life for Canada's Indigenous populations.

Dr. Doug Brothwell

A handwritten signature in black ink, appearing to read 'Doug Brothwell', written over a light blue horizontal line.


Dean, College of Dentistry



## Related Documentation

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

- Excerpts from the College Plan and Planning Parameters
- SPR recommendations
- Relevant sections of the College plan



**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.



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 PLAN

# 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.

---

# 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.

The above figures are all available in the College of Dentistry Strategic Plan 2025, available at <https://dentistry.usask.ca/documents/college-of-dentistry-strategic-plan-2025.pdf>.

- Accreditation review recommendations

Accreditation review recommendations are not yet available. An application for provisional accreditation status can only be submitted to Accreditation Canada's EQual® Program after the program is approved at the University of Saskatchewan. All required documentation has been completed and will be submitted to Accreditation Canada immediately upon USask approval of the BSc – Dental Therapy Program.

- Letters of support

See 4.b. and 4.e. above as well as Appendices 7 through 17.

- Memos of consultation

See 4.b. above for evidence of consultation with the Office of the Provost.

It is particularly important for Council committees to know if 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:

- Consultation with the Registrar form – pending, currently with Admissions
- Complete Catalogue entry, if proposing a new program, or excerpt of existing of existing program with proposed changes marked in red

**See Attached**

Required for all new courses:

- New Course Proposal forms

**See attached**

- Calendar-draft list of new and revised courses

**See attached**

Required if resources needed:

The capital needed to establish the BSc – Dental Therapy program has been provided through a \$2,137,747.00 grant from Indigenous Services Canada. This grant will cover the costs of the key infrastructure items needed in any clinical dental program including preclinical simulation lab infrastructure and a functioning dental clinic. This includes high-fidelity haptic simulators, simulation mannikins, clinical dental chairs, operator and assistant stools, delivery units, intra-oral lights, x-ray units, compressors, intraoral vacuum units, sterilization facilities, dental equipment, dental instruments, dental sundries, as well as leasehold improvements to support the listed infrastructure. The program has been planned to ensure that it is operationally self-sufficient when delivered with the combined existing resources of the College of Dentistry and other program partners. The only financial support needed from the University is the incremental budget allocation arising from TABBS and reflecting the additional student numbers. See 5.i. above and Appendix 20.





**Budget for BSc in Dental Therapy Program**  
**USask/NITHA/SaskPoly/Northlands**  
**Operational Budget**

			<u>Project Year 1</u>	<u>Project Year 2</u>	<u>Project Year 3</u>	<u>Project Year 4</u>	<u>Project Year 5</u>
			<u>2023-24</u>	<u>2024-25</u>	<u>2025-26</u>	<u>2026-27</u>	<u>2027-28</u>
<b>Revenue</b>	<u>Students/yr</u>	<u>PY1 amount</u>					
Tuition							
Stream 1 & 2 students - 7/site/yr	21	\$ 25,500	\$ 535,500	\$ 556,920	\$ 579,197	\$ 602,365	\$ 626,459
Stream 1 & 2 students entering Yr 2	14	\$ 25,500		\$ 371,280	\$ 386,131	\$ 401,576	\$ 417,640
Stream 5 & 6 students entering Yr 2	7	\$ 51,000	\$ 1,071,000	\$ 371,280	\$ 386,131	\$ 401,576	\$ 417,640
Patient Fees (fee for service billing)			\$ 600,000	\$ 624,000	\$ 648,960	\$ 674,918	\$ 701,915
USask Dental Therapy Instructor			\$ 130,000	\$ 135,200	\$ 140,608	\$ 146,232	\$ 152,082
Northlands Dental Therapy Instructor			\$ 130,000	\$ 135,200	\$ 140,608	\$ 146,232	\$ 152,082
SaskPoly Dental Therapy Instructor			\$ 130,000	\$ 135,200	\$ 140,608	\$ 146,232	\$ 152,082
NITHA Dental Therapy Instructor			\$ 130,000	\$ 135,200	\$ 140,608	\$ 146,232	\$ 152,082
NITHA Student Supports/Elder in Residence			\$ 25,000	\$ 26,000	\$ 27,040	\$ 28,122	\$ 29,246
<b>TOTAL REVENUE</b>			<b>\$ 2,751,500</b>	<b>\$ 2,490,280</b>	<b>\$ 2,589,891</b>	<b>\$ 2,693,487</b>	<b>\$ 2,801,226</b>
<b>Expenses</b>							
Salary & Benefits	<u>#</u>	<u>Annual Cost</u>					
Assistant Dean stipend	1	\$ 6,000	\$ 6,000	\$ 6,240	\$ 6,490	\$ 6,749	\$ 7,019
Instructors (Dental Therapists)	6	\$ 130,000	\$ 780,000	\$ 811,200	\$ 843,648	\$ 877,394	\$ 912,490
Dental Assistants (Support Workers)	3	\$ 75,000	\$ 225,000	\$ 234,000	\$ 243,360	\$ 253,094	\$ 263,218
Administration Support Worker	1	\$ 77,000	\$ 77,000	\$ 80,080	\$ 83,283	\$ 86,615	\$ 90,079
Indigenous student supports, Elder in Residence		\$ 25,000	\$ 25,000	\$ 26,000	\$ 27,040	\$ 28,122	\$ 29,246
Vacation Support for Instructors/DAs		\$ 57,981	\$ 57,981	\$ 60,300	\$ 62,712	\$ 65,220	\$ 67,829
Dental Supplies (est. 17.5% of billings - industry standard)			\$ 105,000	\$ 109,200	\$ 113,568	\$ 118,111	\$ 122,835
Office Supplies			\$ 35,000	\$ 36,400	\$ 37,856	\$ 39,370	\$ 40,945
Equipment Maintenance (contract)			\$ 110,000	\$ 114,400	\$ 118,976	\$ 123,735	\$ 128,684
* USask/SaskPoly Primary institution costs (admissions, degrees, etc)	42	\$ 1,000	\$ 42,000	\$ 43,680	\$ 45,427	\$ 47,244	\$ 49,134
USask Tabbs cost recovery			\$ 257,600	\$ 267,904	\$ 278,620	\$ 289,765	\$ 301,356
Electronic Health Record Software (ICE System) licensing fee (\$400/student)			\$ 16,800	\$ 16,800	\$ 16,800	\$ 16,800	\$ 16,800
<b>TOTAL EXPENSES</b>			<b>\$ 1,737,381</b>	<b>\$ 1,806,204</b>	<b>\$ 1,877,780</b>	<b>\$ 1,952,219</b>	<b>\$ 2,029,636</b>
<b>NET SURPLUS/(DEFICIT)</b>			<b>\$ 1,014,119</b>	<b>\$ 684,076</b>	<b>\$ 712,111</b>	<b>\$ 741,267</b>	<b>\$ 771,590</b>
<b>PROGRAM RESERVE FUND - 6% of Year 2 budget, held by USask</b>			<b>\$ 149,417</b>				
<b>FINAL SURPLUS/(DEFICIT)</b>			<b>\$ 864,702</b>	<b>\$ 684,076</b>	<b>\$ 712,111</b>	<b>\$ 741,267</b>	<b>\$ 771,590</b>
<b>Partner share of surplus/deficit</b>							
SaskPoly - 1/4 of surplus/deficit			\$ 216,176	\$ 171,019	\$ 178,028	\$ 185,317	\$ 192,898
Northlands - 1/4 of surplus/deficit			\$ 216,176	\$ 171,019	\$ 178,028	\$ 185,317	\$ 192,898
NITHA - 1/4 of surplus/deficit			\$ 216,176	\$ 171,019	\$ 178,028	\$ 185,317	\$ 192,898
USask - 1/4 of surplus/deficit			\$ 216,176	\$ 171,019	\$ 178,028	\$ 185,317	\$ 192,898
TABBS funding (USask)			\$ 257,600	\$ 267,904	\$ 278,620	\$ 289,765	\$ 301,356
<b>TOTAL USask surplus/(deficit)</b>			<b>\$ 473,776</b>	<b>\$ 438,923</b>	<b>\$ 456,648</b>	<b>\$ 475,082</b>	<b>\$ 494,253</b>

4% - inflation index - Year 2 and beyond

May 30, 2022

Dr. Doug Brothwell, Dean  
College of Dentistry  
University of Saskatchewan  
105 Wiggins Road, Saskatoon, SK S7N 5E4

Dear Doug,

Upon review and validation of the Operational Budget projection for the Dental Therapy program, the Provost's Office is supportive of the proposal for this program moving forward through the Academic Programs Committee process. With the enrolment assumptions used in the projection, the budget shows clear financial sustainability and revenue generation opportunities for the College of Dentistry. If these enrolment assumptions were to change, or actual enrolment is not realized, a further review of the financial sustainability of this program would be required.

Pending APC's approval, implementation of this new program will be dependent on USask legal review and approval of the partnership agreement outlining the terms of revenue and cost sharing as well as risk mitigation.

Thank you, Doug, for this innovative approach to academic programming in your college. I know this will fill a gap in serving the needs of our province.

Sincerely,



Patricia McDougall  
Deputy Provost

cc: A. Storey  
J. Beck



### Consultation with the Registrar Form

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

#### Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

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

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

Is an existing degree, diploma, or certificate being renamed?

If you've answered NO to each of the previous two questions, please continue on to the next section.

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

Bachelor of Science in Dental Therapy [BSDT Bachelor of Sc Dental Therapy] - suggested Banner code and description

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

B.Sc. (DT)

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?

Degree level

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

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

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?

Dentistry

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

No

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]

DENT [Dentistry] - currently exists in Banner

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  No

Is an existing program being revised?

Yes  No

If you've answered NO to each of the previous two questions, please continue on to the next section.

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

Bachelor of Science in Dental Therapy [BSDT Bachelor of Sc Dental Therapy] - suggested Banner code and description

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

Bachelor of Science in Dental Therapy [BSDT Bachelor of Sc Dental Therapy] - suggested Banner code and description for regular stream  
 Bachelor of Science in Dental Therapy [BSDT-H BSc Dental Therapy-Hygienist] - suggested Banner code and description for dental hygienist stream

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

N/A

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

College of DE [Dentistry] / Department of DE [Dentistry (Dean's Office)]

6 Is this a replacement for a current program?

Yes  No

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

N/A

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

N/A

9 If this is a new non-degree or undergraduate level program, what is the expected completion time?

2 years - total of 111 credit units  
 24 straight months starting in the YYYY09 term for regular stream  
 12 straight months starting in the YYYY09 term for the dental hygeniest stream

**Section 3: Mobility**

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?

Yes  No

If yes, choose one of the following?

Domestic Mobility (both jurisdictions are within Canada)

International Mobility (one jurisdiction is outside of Canada)

2 Please indicate the mobility type (refer to Nomenclature for definitions).

Joint Program

Joint Degree

Dual Degree

Professional Internship Program

Faculty-Led Course Abroad

Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?

Yes  No

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

**Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)**

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?

Yes  No  Revised

If you've answered NO, please continue on to the next section.

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

3 What is the name of this new / revised major, minor, or concentration?

4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5 Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

**Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)**

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?

Yes  No  Revised

If you've answered NO, please continue on to the next section.

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

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area and what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?





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

1 Is this a new college, school, center, or department?

Is an existing college, school, center, or department being renamed?

Is an existing college, school, center, or department being deleted?

If you've answered NO to each of the previous two questions, please continue on to the next section.

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

2 What is the name of the new (or renamed or deleted) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed or deleted) college, school, center, or department?

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

**Section 7: Course Information**

- 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?

Yes, DETH and Dental Therapy - suggested code and description from the College

2

- If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

College of DE [Dentistry] / Department of 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?

No

- 4 Does the program timetable use standard class time slots, terms, and sessions?

Yes  No

If NO, please describe.

Classes over the YYYY05 and YYYY07 terms will be built as multi-term classes  
The YYYY05 and YYYY07 terms will be considered one term as per the College of Dentistry  
YYYY09 and YYYY01 - standard and YYYY05 and YYYY07 - non-standard  
2 year program over the course of 24 months (6 terms total) for regular program  
1 year program over the course of 12 months (3 terms total) for the dental hygienist program

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

Yes  No

If YES, please describe.

The program will not be housed on the main USask campus

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?

YYYY09 [September]

3 What is the application deadline for each term(s) students can be admitted to?

April 1 of the current year to apply and May 1 for documents to be submitted

4 For undergraduate programs, will students be admitted to one of the approved majors or an undeclared major?

Admitted to the only major attached to the program

5 For undergraduate programs, if there's more than one degree proposed (ex. 3Y and 4Y), which program/degree will students be admitted to?

N/A

6 Does this impact enrollment?

Enrolment target is 21 students per year distributed as 7 students per year per campus

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

Direct to the College of Dentistry admissions office

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

No

9 What is the application deadline?

April 1 of the current year

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

Grade 12 standing with a minimum 70% average on 5 subject high school; average must include Biology, English and Math and include at least 1 class from the 3 listed categories (Social Studies/Humanities/Science).

Prerequisite subjects: Natural Sciences - Biology 30; Mathematics - Foundations of Mathematics 30 or Pre-Calculus 30; Language Arts: English 30; Social Studies/Humanities/Science - one additional 30 level course.

Students in the dental hygienist stream must have grade 12 standing or equivalent; graduated from a recognized, accredited Dental Hygiene program (2-year diploma or higher) in Canada; minimum dental hygiene program academic average of 60%.

Details in document titled "Template - Dental Therapy3".

11 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.)

Academic average (30 points); letter of personal introduction (10 points); additional letters of support (10 points) - details in document titled "Template - Dental Therapy3".

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

Regular Admission (direct from high school); Special Admission; and Special Admission - Dental Hygienist. Priority admission will be given to indigenous applicants; non-indigenous applicants will be considered only if there is an insufficient number of qualified indigenous applicants. Priority admission will also be given to qualified applicants who are agency sponsored. Details in document titled "Template - Dental Therapy3".

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

Online application and supplemental information through the College of Dentistry

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

College of Dentistry

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

No

16 Will the standard application fee apply?

Yes - \$90 fee

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

Current, active students are exempt; all other students will be charged the \$90 fee

18 Are international students admissible to this program? If YES, see Section 18 for Tuition and Fees information.

Yes  No

**Section 9: Government Loan Information**

NOTE: Federal / provincial government loan programs require students to be full-time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?

N/A

2 If this is a new program, do you intend that students be eligible for student loans?

Yes

**Section 10: Convocation Information (only for new degrees)**

1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?

New degree hood

2 If YES, has the Office of the University Secretary been notified?

Yes

3 When is the first class expected to graduate?

Fall Convocation 2024 (students will complete their last class by the end of August)

4

What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

21 students per year

**Section 11: Schedule of Implementation Information**

1 What is the start term?

202309 [September]

2 Are students required to do anything prior to the above date (in addition to applying for admission)?

Yes  No

If YES, what and by what date?

N/A

**Section 12: Registration Information**

1 What year in program is appropriate for this program (NA or a numeric year)?

(General rule = NA for programs and categories of students not working toward a degree level qualification; undergraduate degree level certificates will use numeric year.)

Numeric year

2 Will students register themselves?

Yes  No

If YES, what priority group should they be in?

N/A

**Section 13: Academic History Information**

1 Will instructors submit grades through self-serve?

Yes  No

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

Associate Dean

**Section 14: T2202 Information (tax form)**

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?

Once approved, the College will work to establish new program-specific awards

**Section 16: Government of Saskatchewan Graduate Retention (Tax) Program**

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

Yes  No

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

**Section 17: Program Termination**

1 Is this a program termination? Yes  No

If yes, what is the name of the program?

2 What is the effective date of this termination?

3 Will there be any courses closed as a result of this termination? Yes  No

If yes, what courses?

4 Are there currently any students enrolled in the program? Yes  No

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

5 If not, what alternate arrangements are being made for these students?

6 When do you expect the last student to complete this program?

7 Is there mobility associated with this program termination? Yes  No

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

Dual Degree Program

Joint Degree Program

Internship Abroad Program

Term Abroad Program

Taught Abroad Course

Student Exchange Program

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?

Yes  No

Section 18: Proposed Tuition and Student Fees Information

1 How will tuition be assessed?

Standard Undergraduate per credit	<input type="checkbox"/>
Standard Graduate per credit	<input type="checkbox"/>
Standard Graduate per term	<input type="checkbox"/>
Non standard per credit*	<input type="checkbox"/>
Non standard per term*	<input type="checkbox"/>
Other *	<input type="checkbox"/>
Program Based*	<input checked="" type="checkbox"/>

NOTE: Proposal document indicates program tuition of \$25,500.00 per year (\$8,500.00 per term; \$8,500 will be divided in half for the YYYY05 and YYYY07 terms) for students completing the entire program

NOTE: Proposal document indicates program tuition of \$51,000.00 per year (\$17,000.00 per term; \$17,000 will be divided in half for the YYYY05 and YYYY07 terms) for students admitted to the dental hygienist stream

NOTE: If a student fails a class, they will need to repeat the entire term and pay the tuition for the term

2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?

N/A

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

Will be assessed by term

4 Does proponent's proposal contain detailed information regarding requested tuition?

Yes  No

If NO, please describe.

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

Approved

6 IPA Additional comments?

Pending signing of the external agreement

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

No

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

N/A

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

Yes, fees shared with program partners providing the student supports

10 Do standard cancellation fee rules apply?

Yes, fees shared with program partners providing the student supports

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

No

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

Yes  No



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

13 If international students are admissible to the program, will they pay the international tuition differential? If YES, explain the amount.

Yes  No

14

If YES, what is the tuition amount for the first 12 months for a full-time international student? This information is required for the Immigration, Refugees and Citizenship Canada [IRCC] form (this form is for students who need to get a visa to study here).

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

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

1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
2 Has TLSE, Admissions, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
4 Has CGPS been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5 Has TLSE, Transfer Credit, been informed about any new / revised courses?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7 Has the Library been informed about this new / revised program?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8 Has ISA been informed of the CIP code for new degree / program / major?	Yes	<input type="checkbox"/>	No	<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?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
10 Has the Convocation Coordinator been notified of a new degree?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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		<input type="checkbox"/>		
<u>OR</u>				
b. Fee Review Committee		<input type="checkbox"/>		
c. Institutional Planning and Assessment (IPA)		<input type="checkbox"/>		
d. Provost's Committee on Integrated Planning (PCIP)		<input type="checkbox"/>		
e. Board of Governors		<input type="checkbox"/>		
f. Other		<input type="checkbox"/>		

**SIGNED**

Date:

Registrar (Russell Isinger):

College Representative(s):

IPA Representative(s):