

Course Specification

Name of Institution Mahidol University
Campus/Faculty/Department Faculty of Veterinary Science

Section 1 General Information

1. Course Code and Title

VSCL 807 Doctoral Seminar in Veterinary Science
สพวค 807 สัมมนาคุณูปถัมภ์ด้านวิทยาศาสตร์ทางการสัตวแพทย์

2. Number of Credits

1 (1-0-2) Credits (lecture – laboratory – self-study)

3. Curriculum and Course Type

Program of Study Doctor of Philosophy in Veterinary Science
Course Type ☒ Core ☐ Required ☐ Electives

4. Faculty Member in Charge of this Course and Advisor of Internship

4.1 Faculty Member in Charge of this Course

Department of Pre-clinic and Applied Animal Science

- Name: Dr. Kripitch Sutummaporn (KS)
phone number +66 02-441-5242-4 (1513) e-mail: kripitch.sut@mahidol.ac.th
- Name: Asst.Prof.Dr.Nathita Phumthanakorn (NP)
Phone number +66 02-441-5242-4 (1553) e-mail: nathita.phu@mahidol.ac.th
- Name: Dr. Pruettha Aruvornlop (PA)
Phone number +66 02-441-5242 (1539) e-mail: pruettha.aru@mahidol.ac.th

Department of Clinical Sciences and Public Health

- Name: Dr. Nae Tanpradit (NT)
phone number +66 02-441-5242-4 (2232) e-mail: nae.tan@mahidol.ac.th
- Name: Asst.Prof.Dr. Mookmanee Taechikantaphat (MT)
phone number +66 02-441-5242-4 e-mail: mookmanee.tan@mahidol.ac.th
- Name: Dr. Poommate Chomchat (PC)
phone number 02-441-5242-3001 e-mail: poommate.cho@mahidol.ac.th

4.2 Lecturers

Instructors of the Department of Preclinic and Applied Animal Science and the Department of Clinical Science and Public Health

5. Semester/The training experience required in the curriculum

Semester 1 / Class Level or Year 1

6. Pre-requisite

None

7. Co-requisite

None

8. Venue of Study

Matchanu meeting room (Slope, first floor), Faculty of Veterinary Science, Mahidol University

9. Date of Latest Revision

August 17th , 2026

Section 2 Goals and Objectives

1. Course Goals

This course aims to provide knowledge and abilities as follows:

- 1) Academically evaluate, critique, and summarize the scientific publication for a doctoral seminar
- 2) Effectively present the thesis progress report or modify the summarized scientific publication and apply for a thesis project

2. Objectives of Course Development/Revision Field Experience Course

Update interesting research topic of Veterinary Science II based on major subjects, Companion Animal Medicine, Production Medicine, Pathology, Epidemiology

3. Course-level Learning Outcomes: CLOs

This course aims to provide knowledge and abilities as follows:

- 1) Justify the scientific publication with bioethics and academic morals
- 2) Adapt and assemble the scientific publication to the companion animal medicine, production medicine, pathology, and epidemiology
- 3) Construct the research proposals using appropriate methodology with ethical standards for animal uses
- 4) Development the individual works, good interpersonal relations, and an appropriate role as either leaders or followers
- 5) Develop and design the scientific presentation based on academic communication and information searching skills

Section 3 Course Management

1. Course Description

ภาษาไทย หัวข้อวิจัยที่ทันสมัยและน่าสนใจด้านวิทยาศาสตร์ทางการแพทย์
ทางเวชศาสตร์สัตว์เลี้ยงเป็นเพื่อ เวชศาสตร์การผลิต พยาธิวิทยาและวิทยาการระบาด

ภาษาอังกฤษ Update interesting research topic of Veterinary in companion animal medicine, production medicine, pathology, epidemiology

2. Credit Hours per Semester

Lecture/ Seminar	15	Hour
Laboratory/Field Trip/Internship	0	Hour
Laboratory	0	Hour
Self Study	30	Hour

3. Number of hours that lecturers provide counseling and guidance to individual student
1 hour/week

Section 4 Development of Students' Learning Outcome

1. A brief summary of the knowledge or skills expected to develop in students; the course-level expected learning outcomes (CLOs) On completion of the course, students will be able to:

1. CLO1 Justify the scientific publication with bioethics and academic morals
2. CLO2 Adapt and assemble the scientific publication to the companion animal medicine, production medicine, pathology and epidemiology
3. CLO3 Construct the research proposals using appropriate methodology with ethical standards for animal uses
4. CLO4 Development the individual works, good interpersonal relation, and an appropriate role as either leaders or follower
5. CLO5 Develop and design the scientific presentation base on academic communication, and information searching skills

2. How to organize learning experiences to develop the knowledge or skills stated in number 1 and how to measure the learning outcomes

CLOs	Teaching and learning experience management	Learning outcomes measurements		
	Individual Work and advisor consultation	Attention, answering	Abstract writing	Presentation
CLO1	X	X	X	X
CLO2	X	X	X	X
CLO3	X	X	X	X

CLO4	X	X	X	X
CLO 5	X	X	X	X

Section 5 Teaching and Evaluation Plans

1. Teaching Plan

Week	Topic	Hours		Teaching and learning Methods / Media	CLOs	Lecturers
		Seminar	Feedback			
1	Orientation	1	-	Orientation, active lecture, and discussion/ PPT	1-5	All course coordinators and Instructors
2	Academic workshop	2	-	Lecture and workshop/ PPT	1-5	All course coordinators and Instructors
3	Seminar 1	1	0.5	Presentation, discussion, and feedback/PPT	1-5	All course coordinators and Instructors
4	Seminar 2	1	0.5	Presentation, discussion, and feedback/PPT	1-5	All course coordinators and Instructors
5	Seminar 3	1	0.5	Presentation, discussion, and feedback/PPT		All course coordinators and Instructors
6	Seminar 4	0.5	0.5	Presentation, discussion, and feedback/PPT	1-5	All course coordinators and Instructors
7	Seminar 5	1.5	0.5	Presentation, discussion, and feedback/PPT	1-5	All course coordinators and Instructors
8	Seminar 6	1	0.5	Presentation, discussion, and feedback/PPT	1-5	All course coordinators and Instructors

9	Seminar 7	1	0.5	Presentation, discussion, and feedback/PPT		All course coordinators and Instructors
10	Seminar 8	1	0.5	Presentation, discussion, and feedback/PPT	1-5	All course coordinators and Instructors
11	Seminar 9	0.5	0.5	Presentation, discussion, and feedback/PPT	1-5	All course coordinators and Instructors
Total hours of the entire semester (16.5)		11.5	4			

2. Evaluation Plan

Learning Outcomes	Evaluation Method			Weight (Percent)
	Attending seminar	Advisor	Course coordinator	
CLO1 Justify the scientific publication with bioethics and academic morals	10%	4%	6%	20%
CLO2 Adapt and assemble the scientific publication to the companion animal medicine, production medicine, pathology and epidemiology	10%	4%	6%	20%
CLO3 Construct the research proposals using appropriate methodology with ethical standards for animal uses	10%	4%	6%	20%

Learning Outcomes	Evaluation Method			Weight (Percent)
	Attending seminar	Advisor	Course coordinator	
CLO4 Development the individual works, good interpersonal relation, and an appropriate role as either leaders or follower	10%	4%	6%	20%
CLO5 Develop and design the scientific presentation base on academic communication, and information searching skills	10%	4%	6%	20%
Total	50%	20%	30%	100%

3. Measurement and evaluation

The assessment is performed during the course to measure the progress and development of students' learning by observing the behavior change and improvement of students' behavior and performance. The assessment results will be notified to the students (feedback) so that the students are constantly able to improve themselves. The assessment results are not included with the test scores at the end of the course.

4. Students' Appeal

Should the students have any suspicion or appeals to the teaching and learning activities and the grade assessment, students could make the appeal by filling in the form at MUVS' Academic Affairs. The appeal will be proposed to the course coordinator to consider the request. If the appeal could not be addressed at this point, it will be further process by the program's Teaching and Learning Development Committee. In case that the committee suggested further investigation should be done, the appeal will be purposed to the faculty's appealing committee to address the issue.

Section 6 Teaching Materials and Resources

1. Textbooks and Main Documents

Day R. and Gastel B. How to write and publish and scientific paper. 7th ed. The University Press: Cambridge; 2012.

2. Documents and Important Information

- Academic Search Ultimate (EBSCO)
- Biomed Central (BMC)

- Google scholar
- SCOPUS
- Nature Journal (Springer Nature)
- Pubmed
- SAGE online
- Scienedirect

3. Documents and Recommended Information

- Academic Search Ultimate (EBSCLO)
- Biomed Central (BMC)
- Google scholar
- SCOPUS
- Nature Journal (Springer Nature)
- Pubmed
- SAGE online
- ScienceDirect

Section 7 Evaluation and Improvement of Course Management

1. Strategies for Evaluation of Course Effectiveness by Students

At the end of each course, it is required for the students to assess the teaching of each instructor based on the following criteria: punctuality, good role model, application of morals and ethics for the instruction, ability to convey knowledge and encourage students to learn, giving opportunities for students to ask questions and to comment during the study.

The overall outcomes of each course will also be assessed by the students for the following issues: the instructor's knowledge and competency, the course's effectiveness, student's satisfaction with the study, and other comments from students. The evaluation is conducted through online platform.

2. Strategies for Evaluation of Teaching Methods

The instructors or the course coordinators are assigned to conduct the evaluation as follows.

2.1 the students' evaluation for the instruction and overall outcomes of the course in accordance to criteria mentioned in No. 1 – Strategy for Course Effectiveness by Students.

2.2 The instructors must perform self-assessment for the following criteria.

(1) Appropriate time spent to prepare for the teaching.

(2) The instructor's satisfaction with the teaching results.

(3) Solutions or recommendations for the program's teaching improvement or self-improvement for the next class/academic year.

3. Improvement of Teaching Methods

Prior to each academic year, there are meetings/seminars for the instructors of each course to plan to improve the course's teaching and learning management based on the following information.

- (1) the students' academic performance
- (2) the students' evaluation results
- (3) the instructors' assessment results

4. Verification of Students' Learning Outcome

The verification of the standard of the Learning Outcome for the Course is conducted by the course coordinators based on the following aspects.

- (1) The goals of the learning outcomes are clear and feasible.
- (2) The learning experience is aligned with the expected goals.
- (3) The learning experience encourages the students to research and practice self-learning skills.
- (4) The evaluation methods are appropriate to assess the expected goals and learning experience.
- (5) The program applied the educational theory and the results from the previous evaluation to plan for improvement.

At the end of each academic year, the course coordinators, instructors, the Program Committee, and the Teaching and Learning Development Committee will consider the assessment results and the Learning Outcome for the Course to plan for the improvement of the next academic year.

5. Review and Plan to Improve Course Effectiveness

After the course evaluation and verification, the course effectiveness will be improved through the following:

- (1) The course is revised every 3 years according to the evaluation and verification.
- (2) Rotation or changing of instructors so students get different research points of view.

Appendix

Relations between the course and the program

Table 1 Relations between the course and the PLOs

Course	PLOs				
	PLO1	PLO2	PLO3	PLO4	PLO5
VSCL807	R	R	R	R	R

Program Learning Outcomes (TQF.2)

PLO1 Work and behave with morals and ethics of professional standard.

PLO2 Have knowledge in companion animal medicine, production medicine, pathology and epidemiology.

PLO3 Analyze, criticize and develop research proposals using appropriate methodology with ethical standards for animal uses.

PLO4 Have responsibility to group and individual works, good interpersonal relation, and an appropriate role as either leaders or followers.

PLO5 Apply analytical thinking in mathematics, communication skills, and information technology skills for data collection, statistical analysis and public presentation

Table 2 Relations between CLOs and PLOs

CLOs	PLOs				
	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1 Justify the scientific publication with bioethics and academic morals	R				
CLO2 Adapt and assemble the scientific publication to the companion animal medicine, production medicine, pathology and epidemiology		R			
CLO3 Construct the research proposals using appropriate methodology with ethical standards for animal uses		R	R		
CLO4 Development the individual works, good interpersonal relation, and an appropriate role as either leaders or follower				R	
CLO5 Develop and design the scientific presentation base on academic communication, and information seacrhing skills					R

Course instructions for VSCL807: Doctoral Seminar in Veterinary Science

Students who registered for VSCL807, Doctoral Seminar in Veterinary Science, have to present either updating interesting research topics of their interest based on their major subjects or a progress report that your thesis advisor suggested or advisor considered appropriate.

1. Presentation

The presentation will be onsite at the Matchanu meeting room (first-floor slope room). Each session must be moderated by a moderator appointed by the students. The moderator assists the speakers and the audience throughout the session by introducing presenters, keeping the session running smoothly. The moderator will make sure that the speakers stick to the time and the moderator asks and moderates questions. The presenter will be given 35 minutes divided into 20 minutes for content presentation and 10 minutes for Q&A. The break between presentations will be 5 minutes.

2. Abstract

All presenters need to distribute the abstract to Ms. Pornpen; pornpen.phu@mahidol.ac.th 1 week before the presentation (VSID700, VSID 701; VSCL807). The abstract MUST never exceeds 300 words. The abstract submission and writing are subjected to be graded by instructors. The format of the abstract should follow this link: <https://drive.google.com/drive/folders/12LTK56Tm9exsncGLG-0GejdZu5yMukCH>. All abstracts submitted will be checked for plagiarism. The abstract that does not meet the format will be rejected.

3. Invitation

The topics of the presentation each session need to be sent to Ms. Pornpen; pornpen.phu@mahidol.ac.th, 1 weeks before the presentation. The student must advertise each presentation session by pinning the A5 ad to the elevator bulletin boards (sign the date and time in the ad yourself) or email to Ms. Pornpen. All students enrolled need to follow the instructions carefully. If there are any questions, please ask the course coordinator accordingly.

After the end of the seminar in each day, we will have private constructive feedback session for each presenter (around 30 minutes). Therefore, all activities will end around 15.30

**Schedule for Seminar in Veterinary Biomed I
and Doctoral Seminar in Veterinary Science Semester 1/2026**

No.	Date	Time	Student	Instructor/Advisor
1	02/09/2026	13.30-14.30	Orientation	Course coordinators
		14.35-15.00	Meet your program director	Course coordinators and program directors
2	7/10/2026	14.00-14.30	Tanupong Phinichka	Assoc.Prof.Dr.Anuwat Wiratsudakul
3	14/10/2026	13.30-14.30	Special topic: How to give an effective scientific presentation	Lect. Dr. Chanokporn Puapattanakun (Center for Life-integrated Learning - CLiL)
4	21/10/2026	13.30-14.00	Eidarli San Ko	Asst.Prof.Dr.Nathita phumthanakorn
		14.05-14.35	Pangram Pradip na Thalang	Asst.Prof.Dr.Nlin Arya
5	4/11/2026	13.30-14.00	Napatra Iamsri	Assist.Prof.Dr. Sekkarin Ploypetch
		14.05-14.35	Chutima Sae-kuay	Assist.Prof.Dr. Sekkarin Ploypetch
		14.40-15.10	Nat Phoocharoen	Assist.Prof.Dr. Sekkarin Ploypetch
6	11/11/2026	13.30-14.00	Pisit Sanjan	Assist.Prof.Dr. Sasitorn Rungarunlert
		14.05-14.35	Punnakan Suwannarat	Assist.Prof.Dr. Sasitorn Rungarunlert
		14.40-15.10	Jackie Peter	Asst.Prof.Dr.Sarin Suwanpakdee
7	18/11/2026	13.30-14.00	Jiang Qinyue	Assist.Prof.Dr. Sasitorn Rungarunlert

		14.05-14.35	Andria Meidina Nurshadrina	Asst.Prof.Dr.Nlin Arya
8	25/11/2026	13.30-14.00	Supatsorn Chatsiriyong	Lect.Dr.Poommate Chomchat
		14.05-14.35	Lin Yang	Assoc.Prof.Dr.Bunlue Kornmatitsuk
9	2/12/2026	13.30-14.00	Phutapat Ratanapisutpun	Assoc.Prof.Dr. Bunlue Kornmatitsuk
		14.05-14.35	Sukanta Das	Assist.Prof.Dr.Sasitorn Rungarunlert
10	9/12/2026	13.30-14.00	Usanee Musigamas	Asst.Prof.Dr. Roschong Boonyarittichaij
		14.05-14.35	Panyakamol Chandrasakha	Assoc.Prof.Dr.Sukanya Manee-in
		14.40-15.10	Rey Barcenaz Oronan	Assoc.Prof.Dr.Sukanya Manee-in
		15.15-15.45	Seimar K. Tokpah	Asst.Prof.Dr.Nlin Arya

After the end of the seminar in each day, we will have private feedback session for each presenter. Therefore, all activities will end around 15.00

Course coordinator: Kripitch/Nae/Nathita/Pruettha/Mookmanee/Poommate

Master program director: Assoc.Prof Sivapong sungpradit

Doctoral program director: Assoc. Prof Jitkamol Thanasak

Rubrics evaluation criteria for each criteria

Attending Lecturer Rubrics (50%)

Criteria	Unsatisfactory 1	Fair 2	Good 3	Very good 4	Excellent 5
Presentation Skill: Confidence, articulation, Body language and eye contact (10%)	The presenter appears very nervous or unprepared, leading to a presentation that is difficult to understand. Articulation is unclear, and body language is inappropriate or distracting. Continuous hesitations hinder the delivery, and there is no meaningful eye contact with the audience.	The presenter demonstrates limited confidence, resulting in unclear articulation and minimal engagement with the audience. Body language and gestures are lacking or inappropriate for the presentation. Frequent hesitations disrupt the flow and understanding of the message. Little to no eye contact is made with the audience.	The presenter's confidence may waver at times, affecting the clarity of the message. Body language and gestures may be limited or not consistently engaging. Occasional hesitations are noticeable but do not derail the presentation. Eye contact could be improved to connect better with the audience.	The presenter shows good confidence and clear articulation, with mostly engaging body language. Eye contact is mostly maintained, and gestures are used effectively to support the message. Some moments of hesitation may be observed, but they do not significantly impact the presentation's overall flow.	The presenter demonstrates exceptional confidence, clear articulation, and maintains engaging body language throughout the presentation. Eye contact is consistent, creating a strong connection with listeners. The presentation is delivered fluently, with no hesitations or distractions.
Slide Arrangement: Logical flow, makes	The slide arrangement is chaotic and haphazard, rendering the presentation	The slide arrangement lacks clear structure, making it challenging for the audience to follow	The slide organization is somewhat confusing, affecting the overall flow of the	The slides are well-organized, with a logical flow that supports the presentation's content.	The slides are exceptionally well-organized, with a logical and intuitive flow that

audiences understand easily, Visual and text are relevant (5%)	incomprehensible. Visuals and text are irrelevant or counterproductive. The layout is messy and unprofessional.	the presentation. Visuals and text do not adequately support the content, causing confusion. The layout appears disorganized and unprofessional.	presentation. Visuals and text may not always directly relate to the content or may distract the audience. The layout could be improved to enhance clarity and consistency.	Visuals and text are mostly relevant and contribute to the audience's understanding. The layout is generally pleasing and professional, with consistent formatting.	complements the presentation's content. Visuals and text are highly relevant and enhance the audience's understanding. The layout is aesthetically pleasing and professional. Information is presented in a clear hierarchy with consistent formatting.
---	---	--	---	---	---

(Continue on the next page)

Criteria	Unsatisfactory 1	Fair 2	Good 3	Very good 4	Excellent 5
Clarity of Content: Clear, well-structured and	The presentation content is entirely unclear and incomprehensible. Concepts are not explained, and there are no relevant examples or	The presentation content lacks clarity, making it difficult to understand the key points. Concepts are poorly explained, and	The presentation content is somewhat clear, but the structure and delivery could be improved for better understanding. Concepts	The presentation content is clear and mostly well-structured, allowing for easy comprehension. Concepts are explained	The presentation content is exceptionally clear, well-structured, and easy to follow. Concepts are thoroughly explained with relevant examples

comprehension (10%)	evidence provided. The message is entirely confusing and incoherent. Complex information is not addressed at all.	relevant examples or evidence are missing. The message is often confusing or convoluted. Complex information is not properly addressed.	may lack sufficient examples or evidence. The message is occasionally unclear or disjointed. Some complex information is not adequately simplified.	with relevant examples and evidence. The message is generally coherent and effectively conveyed. Some complex information may need further clarification.	and evidence. The message is coherent and effectively communicated. Complex information is simplified without losing its substance.
Time Management: Timed, not feeling rushed or too slow (5%)	The presentation significantly exceeds or falls short of the allocated time, making it impossible to cover essential points effectively. The presenter demonstrates a lack of time management, negatively impacting the overall delivery. No time is available for questions and interactions.	The presentation exceeds or falls short of the allocated time significantly. The presenter struggles with time management, leading to incomplete coverage of key points or unnecessary rushing. The delivery may be severely affected. There is little to no time for questions and interactions.	The presentation is adequately timed but may have noticeable deviations from the allocated time. The presenter's time management could be improved to cover all key points adequately. The delivery may feel rushed or too slow in certain parts. Limited time is available for questions and interactions.	The presentation is well-timed, with only minor deviations from the allocated time. The presenter manages time effectively, ensuring that all essential points are covered. The delivery feels mostly smooth, with slight rushes in some sections. There is some time for questions and interactions.	The presentation is flawlessly timed, precisely fitting the allocated time. The presenter effectively manages time, allowing for a smooth and natural delivery without feeling rushed. All key points are covered thoroughly, and there is ample time for questions and interactions.

Questions Handling (10%)	Poor understanding, vague or irrelevant answers. Minimal engagement, disorganized responses.	Unclear, lacking depth. Limited evidence or examples. Needs improvement in engagement.	Reasonable clarity, satisfactory explanations. Adequate engagement, somewhat structured.	Clear understanding, good insights, supported responses. Effective engagement, mostly concise.	Clear, insightful answers with solid evidence. Engages well, structured responses, no ambiguity.
Abstract Writing (10%)	Incomprehensible as a summary. Fails to convey essential research or topic points.	Unclear summary, lacks key details. Incomplete coverage of research components.	Reasonably clear overview. Covers objectives, methods, results, and conclusions.	Clear, well-structured summary. Includes research elements effectively.	Exceptionally clear, concise summary. Covers key aspects comprehensively.

Advisor Rubric (20%)

Criteria	Unsatisfactory 1	Fair 2	Good 3	Very good 4	Excellent 5
Abstract Writing (10%)	Incomprehensible as a summary. Fails to convey essential research or topic points.	Unclear summary, lacks key details. Incomplete coverage of research components.	Reasonably clear overview. Covers objectives, methods, results, and conclusions.	Clear, well-structured summary. Includes research elements effectively.	Exceptionally clear, concise summary. Covers key aspects comprehensively.
Advisor seeking and preparation (10%)	Not seeking advice from advisor before presentation (0)	Rarely seeks advice, lacks clear goals. Minimal engagement, disengaged approach. Not editing as the advisor suggested	Inconsistently seeks advice, unclear goals. Limited engagement, needs improvement. Needs some correction even after suggestion and edited	Seeks advice but goals may not be clear. Adequate engagement in interactions. Editing as the advisor suggested	Actively seeks advice, communicates goals well. Engages constructively., Editing as the advisor suggested

Course Coordinator Rubrics (30%)

Criteria	Unsatisfactory 1	Fair 2	Good 3	Very good 4	Excellent 5
Moderator duty (10%)	Absence from the duty (0%)	Needs improvement. Transitions are awkward, limited audience engagement, and lacks effective guidance in discussion.	Satisfactory moderation. Transitions are acceptable, moderate audience engagement, and provides some guidance during discussion.	Good moderation. Transitions are effective, audience engagement is maintained, and discussion is well-guided.	Exceptional moderation skills. Smooth transitions, engages audience, guides discussion effectively.
Asking question (10%)	Fails to ask meaningful questions that engage the class, resulting in ineffective interaction.	Asks unclear or limited questions that fail to engage the class effectively, highlighting the need for improvement.	Presents acceptable questions that modestly engage the class, though clarity could be improved.	Poses relevant questions that encourage active participation from the class, with generally clear articulation.	Asks engaging questions that stimulate meaningful discussion and showcase a clear understanding of the topic.
Participation (Asking Questions) in Class (5%)	Fails to ask meaningful questions that engage the class, resulting in	Asks unclear or limited questions that fail to engage the class effectively.	Presents acceptable questions that modestly engage the class, though clarity could be improved.	Poses relevant questions that encourage active participation, with generally clear articulation.	Participation (Asking Questions) in Class

	ineffective interaction.				
Punctuality of Abstract Submission	Not submitted the abstract for consideration or no participation.	Submitted more than 5 days after the deadline, or not submitted before the presentation date.	Submitted 3–5 days after the deadline.	Submitted 1-2 day after the deadline, or on time but in the wrong format requiring revision.	Submitted on or before the deadline (1 week prior to presentation) and in the correct format.