Veterinary Curriculum Meeting
Agenda – February 2nd, 2016

Thursday/DMC201/ 12 noon –1 pm

Attendance: Cynthia Powell, Andrew West, Jamie Fouty, Tim Hackett, Kristy Dowers, Allyce Lobdell, David Van Metre, Kaitlyn McNamara, Janin Polcovich, Gretchen Delcambre, Paul Avery, Melinda Frye, Lindsay Francis, Aaron Wallace,

Out: Sean Adams, Todd Clapp, Sherry Stewart (by phone/Skype), Lisa Zekas, John Arnold, Deb Liptak

AGENDA –

Student Ranking – Jamie Fouty

A student found a wrong score, resulting in a wrong ranking. This was a year after the scores was posted. How long should we allow students to ask for a correction? End of the following semester.

Based on points, not percentages.

Ranking is only applied to (most) core courses.

Jamie will email policy pdf and screen shot of where these are located.

Course coordinators are given a period of time in which to enter student points.

PhD students, students leaving, all impact ranks, and the site is live, so will differ from transcripts.

Concern: hand entering 150 students per course could result in clerical error.

Would be beneficial to have our program (DVMSIS) connect with other programs (Canvas) so that the scores are imported. IT governance would have to take this project on.

Issues with this change: Some courses don’t use Canvas for grading. Canvas only scores out to one decimal point.

When downloaded from Canvas into Excel, the decimals go out much farther than one decimal.

For those who don’t use Canvas to grade, the coordinator could still add total points at the end of the semester to Canvas course page.
Ranking process introduced during Orientation may help class going forward to understand what the numbers mean.

Make a quick video for students to watch.

Is this policy of having a deadline a hard and fast rule, or take situations as they come (for drastic changes)?

Would have to be a strict rule. Provide documentation of error and explain policy for letter to internships, etc.

Some students do not check their rank in an effort to avoid the competitive atmosphere.

Concern with students checking grades: do not always get work back with a grade on it, the number just shows up in Canvas.

Dowers: it’s not fair we don’t give students feedback on assignments/exams, but is done for exam security.

Powell: Could allow students to come into the instrutor’s office to review in sessions.

Is there a policy about needing to post a key?

Frye: there are exam guidelines online, we could review in a meeting in the future.

Dowers: some cases are hard to recreate every year, so the security of a key out there is a concern.

Vote: The policy is accepted. Students will have until the end of the following term to report a correction to a grade.

It will be posted, students will be notified.

Send out a communication regularly.

**FAX lab changes – Dave Van Metre**

**Overview:**

Year 3, 2-week long elective. 2 sessions: 1 before fall break, then 1 after fall break.

Description is up to date.

Time press between new animals and old animals is sometimes problematic.

Course enrollment has been problematic (see attachment).

Jamie has done some work suggesting students feel they need more surgery experience.

Instructor help needs to be addressed with Dr. Byers departure.
Biosecurity problems:

Cows shedding Salmonella in heat of late summer and vehicles traveling between several animal areas, some evidence has shown transmission into at least one horse.

Rams: “pink eye”, mass medicate and keep away from fence line.

Changes proposed:

1) Maintain one 2-week conventional FAX-1 and -2 rotation as shown in previous table.
   a) Current prerequisites + make VM 757 (Bovine Herd Medicine) a required course for subsequent spring semester.
   b) Cap enrollment at 20 students. n=20
   c) Precedes Fall Break.
   d) 5 TB test (+) cows, 5 rams.
   e) Substitute activity for rumen fluid analysis (all yr 2 have done in nutrition lab)
   f) Canvas quizzes to be added to ensure student preparation.

2) Offer (2) one-week abridged (FAX-A) labs to follow Fall Break.
   a) Maintain current prerequisites.
   b) Cap enrollment at 25 students per week. n = 50
   c) Follow Fall Break.
   d) 5 rams, 5 ewes per week.
   e) Canvas quizzes as above.

<table>
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<tr>
<th>FAX-A</th>
<th>Monday</th>
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<tr>
<td>25 students per week</td>
<td>Orientation  PE x 2 sheep (1 ram, 1 ewe) As per FAX-1</td>
<td>Ram surgery and euthanasia General anesthesia Diagnostic and surgical procedures from FAX-1 &amp; 2 After hours: Optional necropsy</td>
<td>Ewe surgery and euthanasia General anesthesia Diagnostic and surgical procedures from FAX-1 &amp; 2 After hours: Optional necropsy</td>
<td>Feet Lab (cow, collected &amp; frozen prior to lab) Cast application &amp; digital procedures as per FAX-2</td>
<td>OB and dystocia (cadaver calves) As per FAX-1</td>
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3) Spring, 2018: Evaluate outcome by student and peer evaluation, determine continuation or return to conventional FAX labs, 2 sessions.

**Advantages:**
- Maintains all surgical and diagnostic procedures while increasing lab enrollment by 20 students.
- Student : animal ratio remains ~ same.
- FAX-A lab will accommodate increasing # students seeking small ruminant experience.
- Cattle lab more likely to consist of students committed to mixed / rural practice (757 req’d).
- Reduced cow purchase (5 less) offset by additional ram and ewe purchase (5 more rams, 10 ewes).
- Reduced biosecurity risk (salmonellosis).

**Disadvantages:**
- Student feedback indicates a preference to keep lab the same (by those who were successfully enrolled). Feedback Q: Should we modify lab (detailed above)? 2016 mean response: 3.35.
- More VTH stall space needed to house additional rams and ewes.
- Lose OSCE for FAX-A.
- Canvas support needed.
- Lose alpaca component for FAX-A.

**Student member sto canvas classmates and a vote to occur next meeting**
Pending topics from prior meetings:

- Exam policies and guidelines review

Pending “to do” items from prior meetings:

- Vote on proposed FAX course changes