

# New Curriculum for the College of Veterinary Medicine

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The newly revised curriculum for the College of Veterinary Medicine will first appear in the 1967-69 General Catalog. The new program represents a radical departure from the old curriculum. Achieving the changes that have been developed has not come easily. Long hours of discussion, evaluation and debate have been devoted to the problem. All members of the faculty of the College of Veterinary Medicine have been involved.

I sincerely believe that the new program represents the best of the many points on which agreement could be reached. Making it work now that it has been passed by the faculty of the college will depend on the attitude, the effort and the desire of the people who teach. I believe it will be a very successful program and will represent a long stride toward more successful undergraduate teaching in veterinary medicine.

As one who participated in the deliberations of the Curriculum Committee, I know as do all other members of the committee, that it simply was not possible to provide every discipline and every course with the time and the schedule design that would seem most desirable from the individual instructor's point of view.

What has evolved has been what we believe to be the best possible compromise

that will serve to correct the recognized deficiencies of the old program.

The new program provides the best possible correlation of courses to eliminate unnecessary duplication and, we think, streamline the learning process.

Probably the changes that will provoke the most discussion and interest are those which involve clinics and the other clinical disciplines.

Junior clinics have been replaced by scheduled laboratory sessions in surgery, medicine and obstetrics. This is a necessary adjustment that was needed in order to provide time for the laboratory course in surgery during the junior year and to provide more laboratory time for the teaching of obstetrics and other special courses such as toxicology.

The scheduling of the surgery laboratory during the fourth year, as it had been in the past, meant that one-third of the class did not have a laboratory course in surgery until their last quarter in veterinary college. This had the effect of seriously limiting the degree of student participation that could be permitted in surgical procedures on clinical cases.

Under the new program, observation and study of clinical case material will still be available to the junior class but no scheduled time for clinics will be provided as it is now.

The program of two hours of morning

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clinics in each quarter of the junior year and three hours in each quarter of the senior year has been replaced by one that provides clinics for most of the day during the senior year only.

There are several reasons for the decision to re-schedule clinics in this fashion. In the past, we have had several lecture courses scheduled during the fourth year and at the same time, we have had clinical programs such as ambulatory clinics, small animal hospital clinics and field trips that have required all day attendance. These conflicts have resulted in enforced absenteeism, usually from the lecture courses.

The two hour session for juniors and the three hour session for seniors simply do not provide the amount of time necessary for a satisfactory teaching program involving case discussions and student participation in diagnosis, treatment and study of clinical cases and do not provide ample time for participation in field trips of various types.

In addition, there is little or no opportunity for student participation in afternoon clinical procedures.

Further, we believe that in the clinical disciplines a more effective and stimulating teaching program can be derived by making maximum use of laboratory materials and exercises and spending less time in classroom lectures. The development of some of our new and excellent textbooks on clinical subjects has helped to accentuate this fact.

Under the new program, only senior students will be scheduled for clinics, thereby reducing the number of students

in the clinic by one-half. Time will be divided so that the student spends one-third of his time in large animal subjects, one-third in small animal subjects and one-third on special assignments which will include postmortem pathology, clinical pathology, ambulatory clinics, diagnostic laboratory, clinical bacteriology, clinical parasitology, applied nutrition, toxicology, radiology and special obstetrics laboratories.

More time will be spent in conferences and in case discussions and special laboratory sessions will be provided to develop skills in fertility evaluation of domestic animals, both male and female.

A summer clinic program will be instituted between the junior and senior year with one-half of the class in attendance for each of the two summer sessions. This will provide additional clinical training for all students and will be especially helpful in providing access to those cases of a seasonal nature that are seen mostly during the summer months. The first class to have a scheduled summer clinic program will be the graduating class of 1971.

Perhaps the greatest difficulty involved in this curriculum revision will be the approximate three year period from 1967-1970 during which both the old and new curriculum will be taught in one or another area. For example, physiology will have a double class in 1967-68 as will surgery laboratory in 1969-70. Some problems of staff time and effort are going to be encountered during those periods. We must begin to plan for these in the near future in order to implement this transition.