~~Draft~~ report- Task Force on Instructional Planning for fall 2020-Auburn University College of Veterinary Medicine
July 20, 2020

On June 24, 2020 Dean Johnson formed an eight-member task force to plan for instruction for fall 2020.

Members:

Dr. Mahmoud Mansour (year 1 representative; chair)

Dr. Brandi Brunson (year 1 representative)

Dr. Dean Schwartz (year 1 representative)

Dr. Pete Christopherson (year 2 representative)

Dr. Joseph Newton (year 2 representative)

Dr. Sara-Louise Newcomer (year 3 representative)

Dr. Robyn Wilborn (year 3 representative)

Dr. Benson Akingbemi (*ex officio*)

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--Summary of task charges and recommendations:

Auburn university has set forth three principles of prioritizing the safety and wellbeing of faculty, ensuring continuation of the mission of instruction, and following the practice of shared governance. In the spirit of these

principles Dean Johnson has asked the task force to address the following charges. AU and the CVM college will implement mitigating and appropriate safeguards to protect health of the faculty, staff and students.

A. Task force charges:

(1) Engage all course coordinators in years 1, 2, and 3 of the veterinary curriculum to discuss their planning for these varied lecture styles.

(2) Define the demand for classroom space within the college, and develop a classroom assignment plan for fall semester 2020; and

(3) Advise the Acting Associate Dean for Academic Affairs on items 1 and 2 above in preparation for fall semester 2020.

The task force has held two meetings (June 30 and July 14, 2020) and conducted several surveys and interviews with course coordinators in the DVM professional curriculum (years 1,2 and 3). We also collected information on the demand for classroom space within the college and student preference for in-person or virtual lectures.

B. Summary of recommendations (item (1-4) :

1. **Course Modality**: We recommend a **blended approach** (combination of in-person and remote delivery) for each course during its assigned time in the original DVM schedule. We also recommend that students be given the flexibility between attending classes in person and/or remotely. However, the number of in-person should not exceed 69 students. The task force understands that the blended approach may not fit with each course and therefore recommends that course coordinators have the flexibility for their method of online choice (**blended** or **hyFlex**) *within their allotted time in the schedule*. There is clear guidance from the provost's office to prioritize face-to-face delivery (including blended and hyFlex) over online delivery in fall 2020 if the course was offered in a face-to-face format in fall 2019.

   Based on the recent guidance from the provost's office (read document on the Provost's website) and feedback from some course coordinators, the task force advises against the use of **only online method** for our classes unless there is a satisfactory justification or a valid health/safety issue for doing so (please **see Appendix A** for clarification of options for online modality if you selected this option). *Course coordinators should classify their online courses as stated in appendix A and notify students at the beginning of class and in the syllabus of these expectations.*

   Although using HyFlex is one of the delivery methods allowed for use in the fall, course coordinators who opted for this option should be aware that in some instances this method could be confusing and hard to pull off, given the complex schedules that we deal with in a "normal" classroom experience. Some course coordinators have suggested that the 1st year students, who do not yet know the rigors of the VMED curriculum, could very easily fall behind to a point of no recovery if left to their own devices for pacing. The HyFlex approach, however, could be implemented in the 2nd and 3rd year as the students in this category know the rigor of the curriculum and the time investment needed to stay current (see summary tables for DVM core courses for years 1,2 and 3 and method of delivery suggested by course coordinators).

2. **Digital platform for virtual delivery**: The task force recommends the use of **Panopto live** for synchronous remote and in-person lectures. Recorded or live **zoom** platform could be used for electives if desired. Both modalities allow for interactive virtual lectures or discussion (through chat). Course coordinators should be aware that like zoom, the Panopto live link can be installed on desktop and laptop computer devices and be used for lecture delivery away from the classroom. We recommend Panopto live because there are several advantages of using this modality versus using zoom:
   a. Ability to manage vast numbers of virtual lectures, capability for searching Panopto, and integration with Canvas as a learning Management System.
   b. Ability of ITT at the college (Silas and Kevin) to help with technical issues.
   c. Panopto allows for securing contents at the organizational level so only authorized students or faculty may access it.

d. Ability to use lectures in future semesters if the need arises.

3. **Testing method:** We recommend remote **online testing** for the entire class (quizzes and exams). This testing method will allow testing to be equitable for the entire class. We recommend the use of **Honorlock** as proctoring software.
We recommend adding additional time to Canvas exams when using Honorlock to mitigate potential technical issues which consume existing exam time. Students with accommodations can be individually scheduled to have additional time through Canvas to meet accommodation requirements. We encourage course coordinators to decrease the number and frequency of quizzes and exams offered. Alternatively, and if desired, use more frequent quizzes with fewer questions.

4. **Classroom assignment**: For the blended approach, we recommend the following use of classrooms with the first row left vacant to increase physical distancing between instructors and students. Lectures should be given in person to a rotating part of the class (69 students or less based on student preference) with the remainder of the class observing synchronously via Panopto live. The students will rotate the next day or at any reasonable interval (i.e. weekly) the office of academic affairs see appropriate.

    a. **VEC 101** (1st year) – up to 69 students (with the first row vacant)
    b. **VEC 140** (2nd year) – up to 69 students (with the first row vacant)
    c. **VEC 255** (3rd year) – up to 69 students (with the first row vacant)

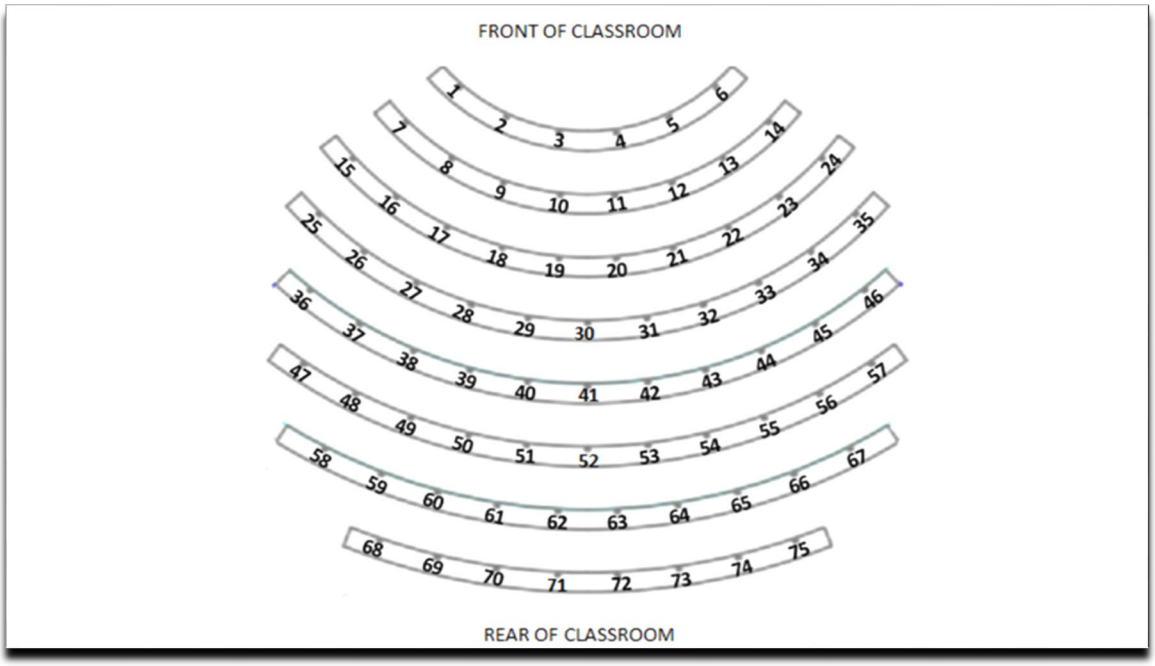

Fig. 1: Representative schematic of the VEC classrooms seating capacity (50%) - 69 students

with the first row left vacant. Assigning names with seat number will assist with contact tracing.

--Summary tables of course delivery methods:

Semester #1 – Freshman c/o 2024

Course #	Title	Credits	Lect. Room	Lab Rm	Course coordinator	Delivery Method
VMED 9000	Orientation	0	101 VEC		Brunson	Blended
VMED 9010	Veterinary Ethics and The Law	1	101 VEC		Johnson	Blended/HyFlex
VMED 9050	Prof. Development & Business	1	101 VEC		Sellars	Blended/HyFlex
VMED 9110	Physiology 1	5	101 VEC	125 GH	Schwartz	Blended
VMED 9111	Veterinary Anatomy 1	4	101 VEC	125 GH	Akingbemi/Mansour	Blended
VMED 9130	Genetic & Cellular Basis of Disease	1	101 VEC		Cattley/Merner	Blended
VMED 9131	Basic Microanatomy (Histology)	3	101 VEC	107 GH	Foradori	HyFlex
VMED 9180	Veterinary Ethology	2	101 VEC		Elrod	HyFlex
VMED 9200	Veterinary Parasitology 1	3	101 VEC	260 GH	Starkey	Blended
VMED 9062	CPC 1	1	101 VEC		Groover/Rowe	Blended

Semester #3 – Sophmore c/o 2023

Course #	Title	Credits	Lect. Room	Lab Rm	Course coordinator	Delivery Method
VMED 9220	Principles of Pathology	3	140 VEC	107 GH/125 GH	R. Cattley	Blended-labs online
VMED 9230	Veterinary Clinical Pathology	3	140 VEC	140 OEW	E. Spangler	Online
VMED 9240	Principles of Veterinary immunology	3	140 VEC	260 GH	Joiner	Blended
VMED 9250	Virology & Prions	2	140 VEC	260 GH	Waltz	Blended or HyFlex
VMED 9260	Principles of Pharmacology	3	140 VEC	260 GH	D. Boothe	Online
VMED 9270	Cytology	1	140 VEC	107 GH	P. Christopherson	Online (mixed delivery)-labs entirely online
VMED 9280	Bacteriology & Mycology	3	140 VEC	260 GH	S. Price	blended
VMED 9380	Physical Diagnosis II	1	140 VEC	MPB/LATH	SA= P. Moon LA= Lascola	Blended/HyFlex
VMED 9520	Cardiovascular System	2	140 VEC		E. Hofmeister	HyFlex
VMED 9062	CPC III (P/F)	1	Overton Auditorium		B. Brunson	Online
TBD	Elective	1 or 2	TBD		TBD	?

Semester #5 – Junior c/o 2022

Course #	Title	Credits	Lect. Room	Lab Rm	Course coordinator	Delivery Method
VMED 9350	Veterinary Toxicology	2	255 VEC	TBA	Newcomer	HyFlex
VMED 9410	Applied Clinical Imaging	2	255 VEC		Cole	HyFlex
VMED 9550	Urinary system	2	255 VEC		Lee-Fowler	Blended
VMED 9560	Endocrine system	2	255 VEC		Behrend	Blended
VMED 9570	Reproductive system	4	255 VEC		Wilborn/Maxwell	Blended
VMED 9590	Musculoskeletal system	3	255 VEC	MPB	Hanson/Bellah	Blended
VMED 9810	Integument system	2	255 VEC		Kennis	Blended
VMED 9062	CPC V	2	Overton Auditorium		Brunson	Online
VMED 9311	Surgery practicum	--	255 VEC	MPB	Tillson	In-person (campus)
TBD	Elective	1 or 2	TBD		TBD	TBD

Appendix A

--Definitions used in this document:

1. **Online*** – Courses designed to be taught entirely online that allow for greater flexibility where students are generally self-paced in completing coursework (see more details below)
2. **On-Campus** - Traditional classroom experiences where students attend classes and other types of instruction including labs, clinical training, and fieldwork in person, on campus and other locations.
3. **Blended** - Courses that offer both in-class and online learning. Blended classes use remote learning to replace in-person seat time.
4. **HyFlex Model** - Courses allow individual students to choose their preferred method of learning daily; they can attend some sessions online, and other meetings in the classroom.

* **Online Courses:** According to AU fall re-entry student plan, A Healthier U , online courses are conducted online in their entirety. Students are not expected to attend any class or exam in-person. *Using the following categories, faculty should classify their online courses and notify students at the beginning of class and in the syllabus of these expectations*:

- **Synchronous Delivery**: Student participation is expected during scheduled class days/times.
- **Asynchronous Delivery**: Student participation is not expected during scheduled class times. In this delivery, faculty give students flexibility for when they engage the content and take the exams.
- **Mixed Delivery**: Student participation is expected during some, but not all, scheduled class times. In this delivery, a faculty member might give students some flexibility for when they engage the content but require exams to be taken remotely during the scheduled class day/time.

Appendix B

--Detailed Course Plans for fall 2020-(Captured from survey and interviews of course coordinators)

1. **Class of 2024 – First Year**
   a. *VMED 9000 (Orientation)*
   This course will be delivered approximately 99% online. On the first day of orientation, there will be two modules (veterinary anatomy and tablet training) that will be held in person, alternating between the two sections of the class. All other modules will be delivered synchronously via live or pre-recorded zoom sessions.

   b. *VMED 9010 (Veterinary Ethics and the Law)*
   This course will be delivered by a blended delivery- with student preferences for remote vs. on-site delivery considered (resembles HyFlex); generally, 65 students will rotate each lecture between in-person and remote. However, the course can convert to all-remote if needed. We have a visit by the state's veterinary leaders scheduled for Monday, 9/14/2020 at 11:00. This might occur virtually or in-person. I will need Overton Auditorium if the visit is in-person to allow the entire class to participate.

   c. *VMED 9050 (Professional Development and Business)*
   The material can be delivered via PPT presentations based on any of the suggested teaching styles. I will be prepared to teach 100% online but may do some lectures in the classroom. Since I am teaching the second half of the semester, I will probably see what is working for students, evaluate current University/CVM policy and adjust accordingly.

   d. *VMED 9110 (Physiology)*
   We are going with a blended delivery with students having the option of not coming into the classroom if they do not feel comfortable. All quizzes and exams will be delivered remotely using

Canvas and Honor Lock. The exams must be taken in the allotted time indicated on the schedule. The lectures can be delivered completely online if conditions change.
We have two ECG labs scheduled and plan to conduct these exercises by scheduling specific times for each student group of 4 to perform the test on a dog. These labs are scheduled in the anatomy lab where the ECG machines can be physically separated, and the flow of traffic regulated. Proper PPE and distancing requirements will be observed. This lab can be videotaped and presented as a Panopto recording if we revert to all remote deliveries.

e. VMED 9111 (Veterinary Anatomy 1)

This course will be delivered using a blended approach. For lectures, delivery will be using Panopto live. Guidelines of physical distancing cannot be followed during labs, but mitigation measures will be in place. For labs, given the class size of 130 students, we recommend using split labs by dividing the class into group A and group B. Seating is 4 students per table with approximate 65 students per each lab session (Half of its capacity of 130). Labs will be conducted within the allotted time for labs in the regular schedule. Having 4 students per cadaver is the only option that gives the students a reasonable amount of time with the specimens given the lab time we have available for each section. As a mitigation measure, our gross anatomy lab has a good ventilation system employing single-use air and a high rate of air exchanges per hour. The potential exposure to any virus should be greatly minimized. We also plan to use prosected specimens (no dissection) and surgical masks.

In summary, our fall plan has the following elements:

- Exams and quizzes are online

  As a contingency plan, all labs in the course were videotaped during the summer teaching hiatus and preloaded to Canvas. These videos will be available for the students to study the material before and after each lab, giving us the option to completely go online or offer our labs virtually if a student chooses to distance or if a student misses the lab for health or other reasons.

- Use of prosected cadavers for structure identification- Hopefully, this will allow for fewer requests for help from faculty during lab classes. We will use 16 cadavers for prosections. These will be dissected by faculty ahead of each lab.
- AU Risk Management and Safety advises the following interventions so that labs may proceed.

  · The students and Instructors should wear a surgical mask to prevent formaldehyde splashes onto the skin.

  · The lab tables and other frequently touched items and surfaces should be disinfected between groups of students entering the lab.

  · Students should not share instruments or other items. The number of students allowed per table will be a departmental decision.

The final version of our 2020 schedule is aligned to the weekly schedule from academic affairs as it currently stands.

f. VMED 9130 (Genetic and Cellular Basis of Disease)

VMED 9130 lectures will be delivered using a blended approach. More specifically, we will lecture in person to a rotating portion of the class with the other portion observing simultaneously via Panopto live. We will examine remotely through Canvas/Honorlock.

g. *VMED 9131 (Veterinary Microanatomy)*

This course will be delivered by the HyFlex teaching model in that our lectures will be given live in the classroom (in person) for up to half the class (65 students) while being recorded such that remote students may watch synchronously or asynchronously according to their preference. Individual instructors may choose to deliver their lectures remotely due to COVID high risk or in the event of illness. Our labs will be delivered entirely remotely and will be recorded such that students may view synchronously or asynchronously according to their preference. We will utilize Greene Hall 107 to use the connected microscope and camera. Students will utilize the Aperio imaging system remotely to visualize the slides. All exams and quizzes will be given in classroom or remotely using Honorlock proctoring. If it is necessary to alternate to remote delivery, we can do so easily.

h. *VMED 9180 (Veterinary Ethology)*

This course will be delivered by the HyFlex Model. Instructors will be offered the option of teaching remotely if they wish. Any time instructors do choose to present remotely, I will be present in the first-year classroom to facilitate the technical process. -Students will also be offered the option of attending class remotely. Assessments will be performed via multiple quizzes and assignments in Canvas. Students will have 24 hours from when the assignments are posted to complete such assignments. All assignments will be open-book and open-note. -Dr. Brendan Bergquist will be teaching the handling lab, and he has expressed willingness to do a remote lab with the students using their own pets to demonstrate proper technique. Prior to the scheduled lab, I will poll the students for their preference about completing the lab in person or online to allow Dr. Bergquist to prepare. My highest priority with this course this semester is to maintain proper standards of both safety and education.

i. *VMED 9200 (Veterinary Parasitology 1)*

Dr. Blagburn and I intend to use the Blended approach where the remote students view the lecture synchronously. We would be open to a HyFlex model, but are concerned with the fact that these will be 1st year students who don't yet know the rigors of the VMED curriculum and fear that they could very easily fall behind to a point of no salvation if left to their own devices for pacing. Depending on the AU policies and COVID situation locally, one or both instructors may give the lectures remotely rather than on-site, in which case students could all view remotely. The instructors have more experience recently with using zoom over Panopto live (we did not have to use it in the spring as our course had finished just prior to the pandemic alterations) but will use whatever IIT deems best. We would like (if possible) for students viewing remotely to chime in with questions should they have any during the lecture to mimic most closely what would happen normally. We typically have 2-3 guest lecturers toward the end of the semester (prior to thanksgiving), one is an AU clinician, and the others are from other locations. Depending on the COVID situation, remote v. in-person capabilities of the guest lecturers will be determined and implemented. Regarding labs—until we have further details on lab space/time availability and the # of students allowed/session, we have not made official lab plans but are prepared to present most of the lab material in some virtual format. There is one lab (diagnostic procedures training lab) that we really need to have in-person. We are working to adapt majority of the lab content to a virtual platform. Exams will be on CANVAS with Honorlock proctoring.

j. *VMED 9062 (CPC 1)*

This course will be delivered by the blended method where ½ of the class has the option for in-person and the other ½ has to watch synchronously online; quizzes will be delivered at the last 10 minutes of the class period via Canvas.

2. Class of 2023 – Second Year

a. VMED 9220 (Principles of Pathology)

The lectures in this course will be delivered by the blended teaching model with the labs delivered entirely online. VMED 9220 (Principles of Pathology) has 35 one hour lecture contact hours and 10 one hour lab contact hours.

All labs will be exclusively online, in a way that will optimally achieve course objectives for labs. Lectures may be given in person to a rotating part the class (half the class) with the remainder of the class observing via Panopto. I suggest that the same rotation of students in the 2nd year classroom be synchronized across all courses.

b. VMED 9230 (Veterinary Clinical Pathology)

I have consulted with the faculty instructors for VMED 9230. All agree that we would prefer to deliver this course entirely online. Lectures can be recorded so that students can observe "in real time" or from the recording.

The clinical pathology service in the hospital is currently divided between only three individuals. If one of those people becomes sick, or even is forced to quarantine because of possible exposure, the consequences to delivery of our contribution to patient care will be serious. Again, this necessitates avoiding exposure to infection. This is best accomplished through remote delivery of course material.

The content of the course will not change substantially from previous years, although exams will be administered through Canvas rather than in person. We hope that the platform chosen for delivery (Panopto live) will allow simultaneous delivery of material (as for Zoom), so that some student questions can be addressed as they arise during lecture. The most accurate description for our online course will be a mixed approach - in particular, we will ask that students taken exams at the scheduled time.

c. VMED 9240 (Principles of Veterinary Immunology)

The instructor's course delivery preference would be all online remote lectures but could do blended delivery with lectures in which ½ of the class is in-person and the other ½ is remote. I will require the students to wear masks and keep their distance from the podium after class, as many students approach the podium with questions after many of my classes. I will be happy to answer questions via email or using the Canvas discussion feature.

I also plan on entering and exiting the classroom through the doors in the atrium area, avoiding the central hallway where students often gather (I think it is going to be difficult to keep them from gathering in the central hallway).

d. VMED 9250 (Virology and Prions)

This course will be delivered by a Blended or HyFlex model. A lot will depend on the community spread of COVID-19. I guess the difference between blended and HyFlex is synchronous versus asynchronous delivery. Even if synchronous delivery, the students will still have access to the recorded lectures so they can choose to be asynchronous. I think we should try to provide the students the most options that we can.

e. VMED 9260 (Principles of Pharmacology)

This course will be delivered by a Blended model. Our faculty prefer to offer class live, but remotely, during the scheduled times. Although we have the availability of pre-recorded classes (from last year's Panopto), we have agreed that the remote teaching will be live. These classes will be recorded and put into Panopto for student review. Laboratories might be remote or in person (to be determined), but they can take place in the classroom and because laboratory time already is allotted to 50% of the class, the in-person approach may work best. However, even these laboratories can be done remotely since they consist of interactive creative thinking exercises. Our lectures have always been accompanied by in-class activities that are concluded

outside of class. To facilitate student interaction with faculty as much as possible, our intent is to reduce lecture time even more (by being more efficient), thus assuring student group activities take place during our regularly scheduled class period, and will plan on using a chat format, such as canvas (zoom or Microsoft teams) to interact with students during these exercises. We also will identify time during the week, when students are not in classes (time to be determined) during which we will be available for canvas (or other chat) as students complete their activities. Grading always has been based on on-line submissions and on-line examinations and this will continue.

f. VMED 9270 (Cytology)

This course will be delivered online. Lectures can be recorded so that students can observe "in real time" or from the recording. Our labs will be delivered entirely remotely and will be recorded such that students may view synchronously or asynchronously according to their preference. There may be a couple times that require attendance, so I think it would be best to label this course as the "mixed delivery" format for online teaching.

g. VMED 9280 (Bacteriology and Mycology)

This course will be delivered by a blended method. More details are needed

h. VMED 9380 (Physical Diagnosis II)

This course will be delivered by a Blended/ HyFlex method. Small animal and equine sections will both present lectures online through Panopto Live and recorded. Labs will be onsite. Lab groups for both sections will be smaller with shorter labs. Students will watch video demos prior to attending a lab then practice or demonstrate proficiency of the material covered in the demonstration. Size of the lab groups for at least the small animal labs will be determined after I have been told the capacity of the MPL building.

i. VMED 9520 (Cardiovascular System)

This course will be delivered by a HyFlex method. The pathology lab is a recorded session by the instructor from a previous year. All other instruction will be in person for those able/willing to be there. Online students will be engaged as possible. Students who cannot come be on-site for class or who cannot watch the instruction simultaneously can watch a recording later. Students are expected to be present and engaged during the regular class time as much as possible. Exams will be given online at home and will be open-book/open-note.

j. VMED 9062 (CPC 2)

This course will be delivered exclusively online where the seminars will be delivered by students remotely via zoom (as we have been doing since April 17, 2020) with quizzes being delivered via CANVAS at the end of the CPC period.

3. Class of 2022 – Third Year

a. VMED 9311(Surgery practicum)

This a primarily laboratory course, we will plan on some form of "on-campus" activity. I will point out; however, that:

1) The number for laboratory sessions for any individual student will be dramatically reduced for the semester and,

2) The laboratories this fall will not be starting for several weeks into the semester - probably after Labor Day).

This course is slightly behind schedule due to students not being on campus during the latter half of spring. This course may have up to two lectures that would be delivered face-to-face through classroom/Panopto live

b. VMED 9350 (Veterinary Toxicology)

This course will be delivered by the HyFlex method for lectures in which ½ of the class is in-person and the other ½ is remote. There are five laboratories, two of which are plant walks (can consider doing groups of 15 students). Exams will be delivered on CANVAS

c. *VMED 9410 (Applied Clinical Imaging)*
This course will be delivered by a blended/HyFlex method in which some instructors teach live in 3rd year classroom and others pre-record lectures. Exams will be delivered on CANVAS.

d. *VMED 9550 (Urinary System)*
This course will be delivered by a blended method in which not all of instructors will do live on-site lectures due to health reasons. The course is flexible and can go entirely remote. Exams will be delivered on CANVAS

e. *VMED 9560 (Endocrine System)*
This course will be delivered by a blended method in which the instructor prefers live instruction but does not mind if entire class is remote. Exams will be delivered on Canvas.

f. *VMED 9570 (Reproductive System)*
This course will be delivered by a blended method in which all lectures are likely to be given virtual live with option of classroom attendance for those students that desire it.

g. *VMED 9590 (Musculoskeletal System)*
The instructor's course delivery preference would be all remote lectures but could do blended delivery with lectures in which ½ of the class is in-person and the other ½ is remote. The course has 2 labs that typically have 15-30 students per lab—1/2 of the class does lab each afternoon - those would need to be smaller and would be very difficult to do remotely.

h. *VMED 9810 (Integument System)*
This course will be delivered by a blended method in which the instructor would prefer to do all live/real time with the entire class but will work with the administration's guidelines. If we must use Panopto for ½ the class, the instructor will request an assistant to manage the chat function when students ask questions.

i. *VEMED 9311 Surgery practicum*

j. *VMED 9062 (CPC 3)*
This course will be delivered exclusively online where the seminars will be delivered by students remotely via zoom (as we have been doing since April 17, 2020) with quizzes being delivered via CANVAS at the end of the CPC period.

END

Copy to:

-Dean Office

-Office of academic Affairs