



# VETM\*3070 Veterinary Anatomy

Fall 2019

Section(s): C01

Department of Biomedical Sciences

Credit Weight: 2.00

Version 1.00 - September 14, 2019

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## 1 Course Details

### 1.1 Calendar Description

An introduction to comparative, topographical anatomy, primarily of 4 domestic mammals: cat, dog, horse and cow. Full dissections of these species are related to the living animal and to imaging, to form the basis for future studies in clinical morphology. Students are first introduced to the major anatomical systems and then to the regions in detail: thorax, abdomen, pelvis and perineum, limbs, and head and neck. Active learning, problem solving, communication skills and the integration of material across concurrent courses are fostered.

**Co-Requisites:** All Phase 1 courses.

### 1.2 Course Description

During this course you will achieve an understanding of the functional anatomy of the dog, cat, sheep, horse and cow, and will be able to integrate that knowledge between cadaver material, live animals, and images. You will also learn basic skills to be used later in surgery. All of the material can be used in concurrent and future courses in the basic sciences and clinical studies, and for comparative study of other mammals and vertebrates.

Your learning in this course is organized into 4 components, each of which is presented in a different way, and more-or-less concurrently: (1) Dissection, (2) Live Animal, (3) Imaging, and (4) Principles of Surgery.

Do not be seduced into thinking that this is a traditional course, by the fact that there are defined lectures and labs. Don't assume that the lectures are giving you all the material you have to know, and all you have to do is write it down and learn it. This course comprises a considerable amount of self-directed learning, and learning that is guided rather than taught in a didactic sense by an instructor. Come prepared to work with your practice group in a collaborative way to proceed actively through the material. The lectures, the lab videos, the lab manual, and the live animal manual and videos, are all preparatory sources of

information. If you come prepared to each lab or independent live animal session, you will do most of the learning actively, either hands-on in the lab, or with images during and between classes, or with live animals and suture models. Take charge of your own learning and work with your groupmates, and you will get the most benefit from this course.

**Bon voyage** from the Anatomy Team. We look forward to sharing your exciting journey.

## 1.3 Timetable

Timetable is subject to change. Please see WebAdvisor for the latest information.

## 1.4 Final Exam

Exam time and location is subject to change. Please see WebAdvisor for the latest information.

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# 2 Instructional Support

## 2.1 Instructional Support Team

**Instructor:** Jeffrey Thomason PHD  
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**Office:** OVC 2604  
 Course co-Coordinator and Instructor of the Systems, Head & Neck, and Limbs

**Instructor:** Matthew Vickaryous PhD  
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**Office:** OVC 2624  
 Course co-Coordinator and Instructor of the Pelvis & Perineum and Avian Anatomy.

**Instructor:** Pavneesh Madan DVM  
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**Office:** OVC 3605  
 Instructor for Thorax and Abdomen.

**Instructor:** Stephanie Nykamp DVM  
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**Telephone:** +1-519-824-4120 x54052  
**Office:** OVCHSC 1442  
 Coordinator of the Imaging component, and Imaging Instructor.

**Instructor:** Alex Zur Linden DVM  
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**Office:** OVCC 2151  
Imaging instructor

**Instructor:** Michelle Oblak DVM  
**Email:** moblak@uoguelph.ca  
**Telephone:** +1-519-824-4120 x54833  
**Office:** OVCC 2138  
Coordinator and Instructor for the Principles of Surgery component.

**Lab Co-ordinator:** Roman Poterski PhD  
**Email:** rpotersk@uoguelph.ca  
**Telephone:** +1-519-824-4120 x54709  
**Office:** OVC 2616  
Lab Coordinator, Instructor, Technician and Preparator.

**Lab Co-ordinator:** Sarah Donato MSc  
**Email:** sdonato@uoguelph.ca  
Lab coordinator, Instructor, Technician and Preparator

## 2.2 Teaching Assistants

**Teaching Assistant:** Joshua Antunes MSc  
**Email:** jantunes@uoguelph.ca  
Graduate Teaching Assistant, Primary Instructor for the Live-animal component, and teaching assistant in the dissection laboratories.

**Teaching Assistant:** Olutobi Oluwole  
**Email:** ooluwole@uoguelph.ca  
**Office Hours:** Co-instructor for the Live Animal Component

**Teaching Assistant:** To be determined  
**Office Hours:** Graduate teaching assistant in the Dissection Laboratories

## 2.3 CNS Instructor

To be Confirmed

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## 3 Learning Resources

The 4 segments of the course each have different resources:

### Dissection resources include:

- Lecture notes for each Region and most Systems, which are on Courselink.
- Videos illustrating how to perform the dissections in lab, accessible on the One Drive and on tablets available in lab.
- Typed instruction manuals, available as PDFs on Courselink.

**Live Animal resources include:**

- A typed manual, available as a PDF file on courselink.
- Instructional videos, available on Courselink.
- Self-testing quizzes on Courselink, so your can verify your level of learning.

**Imaging**

- A standard question sheet allows you to structure your reading of any radiograph.
- The same sheet is used for the imaging exam

**Principles of Surgery**

- An instruction manual is available in Courselink.

Further details of most of these resources is given under 'Required Resources' below. All are available to you on Courselink, via One Drive, or on tablets in the lab. You do not need to purchase any of them, but will need to print the manuals if you want paper copies.

**3.1 Required Resources****Lecture Power points, on Courselink. (Notes)**

All instructors post their lectures for 3 segments of the course: Dissection, Imaging, Principles of Surgery.

Live Animal is self directed, using the manual and videos, so there are no lecture notes for that segment.

**Dissection Lab Manual (Lab Manual)**

The illustrated dissection manual gives you

- the objectives for each dissection lab,
- a list of structures to be seen in each lab, and
- instructions on how to perform the dissections on each of the species available.

It is the primary resource for answering the question, "What are we supposed to learn from each lab?"

The manual can be used in conjunction with the videos, or separately from them. The manual covers the same structures as the videos, but not necessarily in the same order within each lab. So, while the manual and videos both lead to the same end, they take slightly different paths to get there.

Posted on Courselink.

### **Dissection Lab. Instructional Videos (Other)**

Videos on how to do the dissections available in the lab via tablets. Separate sets of videos are available on a One Drive and on tablets for each of these species: carnivore (the dog, but also applicable to the cat), ruminant (the sheep, also applicable to the cow), and the horse. Each video will show you a few minutes of dissection and will last 2-10 minutes.

**Purpose:** The videos are primarily for students who have never dissected a mammal. They illustrate how to do specific dissections, so you get some idea of where to cut and move structures and tissues, and how to recognize them.

**How to use the videos:** You can follow either or both of these options:

1. The night before a lab, preview on the One Drive the dissection for the species you will be working on, to get an idea of what to expect in the dissection. (Do not preview the videos for the other species -- that is unnecessary and will take too much of your time.)
2. Sign out a tablet in lab, and follow the actions illustrated in the videos for the species you are dissecting. Work in a group of 2-4, and nominate 1 person as the 'Dry' person:
  1. The Dry person operates the tablet, and never touches the dissection. The Dry persons do not wear lab coats, so the instructors can easily verify that they are the only ones handling the tablet.
  2. The Dissectors perform the dissection and never touch the tablet, but do wear lab coats.

**Dyce, Sack, and Wensing's Textbook of Veterinary Anatomy. Singh, B. 5th Edition.**  
(Textbook)  
Required.

There are hard-copy and digital versions. You can obtain either.

This book has considerable value to you:

1. It is a reference for clarifying 99.9% of the questions you have after a lecture or lab.: e.g., "Which is the first artery to branch from the aorta? I did not write that down in my notes." or "What is the mediastinum? It is not clear to me."
2. It presents anatomy both from the perspective of **systems** (e.g., nervous, cardiovascular, musculoskeletal, respiratory, etc.) and by **regions** (e.g., all of the structures in the thorax, abdomen, pelvis, etc.). In this way the book enables you to consolidate all of the details that you will be presented with in class.

NOTE: Even though this book is listed as 'Required,' the important point is that you have access to it, rather than actually owning your own. You can negotiate with your classmates if you would prefer to share.

#### **Live Animal Lab Manual. (Lab Manual)**

Instructions for the self-directed live animal component.

Posted on Courselink.

#### **Live Animal Videos. (Website)**

To accompany the manual and to prepare you for conducting your own live animal palpations.

Posted on Courselink.

#### **Imaging scoresheet (Other)**

It gives you a standard anatomical approach to the study of any radiographic image during the course, and will be used in the Imaging exam. Print one out, and carry it with you at all times. At any time in the year, if you are studying radiographs, use this sheet to reinforce your recognition of anatomical structures on radiographs.

Posted on Courselink.

#### **Principles of Surgery instruction manual. (Lab Manual)**

Posted on Courselink.

### **3.2 Recommended Resources**

#### **Anatomy of the Domestic Animals. Pasquini, Spurgeon, & Pasquini. 7th edition. SUDZ Publishing. (Textbook)**

Recommended Atlas. Available in the textbook store.

Many students find the line diagrams in this atlas a useful way to visualize the anatomy.

### **Other resources (Other)**

- There are there are many other types of resource available to you – too many to list, with new ones appearing every day. They show up on the web, in notes generated by classmates, or in new books.
- Within your group, get in to the Library or search online to see what you can find. Many other veterinary colleges post useful materials that may augment those provided in this course. There are also commercial offerings, such as the Glass Horse.
- If you find something useful, share it with your group or the whole class.
- Be aware that other resources may not use the same system of anatomical names that we do.

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## **4 Learning Outcomes**

### **Primary Goals**

During this course you will achieve a detailed understanding of the functional anatomy of the a carnivore (dog and or cat), a ruminant (sheep and/or cow), and a hind-gut fermenter (horse and/or rabbit), and will that be able to integrate that knowledge between cadaver material, live animals, and images. You will also learn basic skills to be used later in surgery. All of the material can be used in concurrent and future courses in the basic sciences and clinical studies, and for comparative study of other mammals and vertebrates.

Your learning in this course is organized into 4 segments, each of which is presented in a different way, and more-or-less concurrently:

1. Dissection
2. Live Animal
3. Imaging, and
4. Principles of Surgery.

### **4.1 Course Learning Outcomes**

By the end of this course, you should be able to:

1. Dissection Component: Identify a selection of grossly visible anatomical structures (which are named in the course notes and manuals) in five domestic animals: horse,

cow, sheep, dog and cat.

2. Dissection Component: Describe the gross appearance and distribution of each anatomical **System**—nervous, musculoskeletal, alimentary, cardiovascular and lymphatic, genitourinary, and respiratory—and of the endocrine organs and skin and its derivatives (hair, horns, hooves, and claws).
  3. Dissection Component: Identify and describe the detailed anatomy of each **Region** of the body—thorax, abdomen, head and neck, pelvis and perineum and limbs—and the components of each System that are found within them.
  4. Dissection Component: Describe the relationship between structure and function of the alimentary, respiratory, cardiovascular and musculoskeletal organs.
  5. Dissection Component: Use the correct anatomical terminology for directions, planes of the body, and the structures that you have seen.
  6. Dissection Component: Identify the major anatomical features of birds, especially the ones that differ significantly from the mammalian form.
  7. Live-Animal Component: Describe and identify on a living animal the topographical relationships among organs in the body cavities and the normal changes in these relationships during life.
  8. Live-Animal Component: Identify visible and palpable landmarks on the live animal of each species, and indicate their relevance to the physical exam.
  9. Imaging Component: Identify various anatomic structures on radiographs and explain the basic principles behind the radiographic appearance of different tissues.
  10. Imaging Component: Explain the safe use of x-rays in veterinary practice.
  11. Imaging Component: Describe the principles of use for advanced imaging modalities including ultrasound, CT, MRI and nuclear scintigraphy.
  12. Principles of Surgery (POS) Component: Learn and demonstrate instrument handling and basic suture techniques in preparation for Phase 2 and 3 surgical lectures and training laboratories.
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## 5 Teaching and Learning Activities

### Presentation of dissection component

This component nominally consists of 2 lectures and 2 dissection laboratories per week (with considerable variation among weeks).

The order of presentation through the course is largely by body **Region**, which are in this

sequence for 2019-20: (1) Forelimb, (2) Thorax, (3) Abdomen, (4) Head and Neck, (5) Pelvis and Perineum, and (6) Hind Limb and (6).

Each of you will be allowed to focus your dissection on any of the species available, but are responsible for knowing the anatomy of all of them. You are encouraged to teach 'your' species to other members of your practice group who choose to work preferentially on other species, and learn from them in turn.

The lectures will either introduce upcoming dissections, or will describe concepts and **Systems** relevant to the region, and notes on them are on Courselink.

Your electronic schedule will tell you which Region is current, and which lecture or lab within that Region is on a given day.

This material will be tested in the formative vivas (oral tests) and December bellringer, and in the bellringer and written parts of the summative Final exam.

### **Presentation of live-animal component**

This component is largely self-taught, and asks you to integrate knowledge gained from the dissection labs with that learned in Clin. Med. 1 on how to do a physical exam.

A Live Animal Manual (on Courselink) lists all of the landmarks/structures we expect you to know and why.

Complementary videos show you exactly how and where to find each landmark/structure.

Self-testing quizzes online help you ascertain your level of knowledge.

Independent study time is provided in the electronic schedule for you to combine the live animal exercises in Clin Med 1 and Anatomy. You will be informed how to book animals for these exercises. You do not necessarily have to use the times indicated – they are in the schedule just to make sure you have time in your day for the exercises.

There are review labs in December and March, for you to verify your knowledge, and the material is tested in stations that are part of the OSCE Final exam in Clin Med 1.

See the Course Statements, section 71., for information on how to access live animals, and consult your notes for Clinical Medicine 1 for complementary information.

### **Presentation of imaging component**

This component of the course allows you to apply your growing knowledge of anatomy to the recognition of structures visible on radiographic images (and perhaps a few from other imaging modalities). The emphasis is on recognition of what you see, not on diagnosis, which will come in later years.

Twelve lectures are scattered throughout the course, first to introduce the principles of imaging, then to lead you through the basic interpretation of images of each region.

Several radiographs (and the occasional CT or MRI scan) will be on display in each gross lab session, to illustrate the region being dissected. Spend a few minutes during each lab to look at them. In addition, there is one imaging lab per semester held in the computer lab in which we will work through clinical cases.

On Courselink, you will find a file called Imaging Question Sheet (under the Imaging module). Print it off and use it to interpret each and every image you see in lab during the year. The same sheet will be used to examine your ability to read previously unseen images during the Imaging part of the Final exam. There will also be some Imaging questions on the Final written exam.

### **Presentation of principles of surgery component**

Instruction will consist of 3 formal lectures, self-directed website study (using the roadmap provided in Courselink and the scheduled independent study times), a self-directed suture exercise (using the mastery list provided in Courselink), and 1 practical laboratory session.

This material will be examined in stations that are part of the OSCE Final exam in Clin Med 1. There will also be some PoS questions on the Final written exam.

## **6 Assessments**

This page has the following sections:

- **Midterms:** Descriptions of each type of midterm and the marks allocated to them
- **Final Exams:** Description of the 4 parts of the Final exam (Bellringer Imaging, Live Animal, and Written) and the marks allocated to them.
- **Important: 60% requirement for some assessments.** Make sure you read this section carefully.
- **What if I miss a midterm or part of the final?** Your options are described in this section.

### **6.1 Assessment Details**

#### **Midterms (36%)**

<u>Item</u>	<u>Worth %</u>
Viva Voce 1 - oral test in practice groups (forelimb)	1 (OPF)*
Viva Voce 2 - oral test in groups (thorax + abdomen)	3 (OPF)*

Viva Voce 3 - oral test in groups (head and neck, Fall)	3 (OPF)*
Bellringer 1 (comprehensive to date) – End of Fall semester	23
Viva Voce 4 - oral test in groups (pelvis, head and neck, Winter)	3 (OPF)*
Viva Voce 5 - oral test in groups (Limbs)	3 (OPF)*
Live-Animal quizzes - online quizzes, mostly for feedback for their worth)	(see description)

\*These viva-style midterms are graded as outstanding/pass/fail (OPF). **Outstanding = 3 marks (100%); Pass = 2.25 marks (75%); Fail = 1.2 mark (40%)**. The aim of all of the vivas is to give you feedback on your progress rather than to contribute greatly to your mark.

### Description of midterms

**Viva voce:** The purpose of the 5 vivas is to reinforce your anatomical knowledge as you gain it by region, by testing your knowledge using specimens you have dissected, and by giving you feedback on how well you know the material.

Viva voce means 'live voice,' and you will have to speak during the test. It will be conducted in lab in your practice groups, and a schedule will be posted. The first one on the forelimb will have low value (worth 1%) to show you how the others will work.

Each viva will require active participation from every member of your practice group in the presence of an instructor. The examiner will ask questions, e.g., "What structure am I indicating and what is its functional significance?" or "Describe and demonstrate the major branches of the internal iliac artery, and name the organs supplied by them." The whole test will last 25-30 minutes, and the whole group will get the same result, scale of Outstanding–Pass–Fail), on your demonstration of anatomical knowledge and clarity of presentation, rather than clinical skill.

**Bellringers:** The purpose of the bellringers is to test your detailed anatomical knowledge, and they are sufficiently important to warrant a 60% designation, averaged for the 2 bellringers as described under section 6.2 below. The midterm bellringer in December and the final bellringer in April have very similar formats. Between 55 and 65 stations will be set out (including some rest stops). Each station will have an anatomical structure displayed and tagged, and a card with a multiple-choice question pertaining to the tagged structure. The question may ask you to identify the structure, or give a second level of information (what does it supply with blood or innervate, or what supplies or innervates it?) You will each begin at a different assigned station and answer the questions there. After 90 seconds a buzzer or bell will tell you to move to the next station. This process will repeat until you have seen all of the stations.

There will be a mock or practice bellringer out-of-class in early December, just to give you

the idea of what to expect in the real thing.

**Live-animal quizzes:** Simple completion of all of the online Live-animal quizzes will give you an automatic 0.6% going into the Live-animal exam component, i.e., 10% of the value of the component.

## Finals (64%)

### Final lab exam.

worth 46%

This will have 4 components:

- Bellringer 2                      worth 23%                      (scheduled in the 1st week of exams)
- Imaging test                      worth 10%                      (scheduled in the 1st week of exams)
- Live animal test                      worth 10%                      (scheduled in the OSCE for Clin. Med. I)
- PoS test                      worth 3%                      (scheduled in the OSCE for Clin. Med. I)

### Final Written exam

worth 18%

## Description of components of the Final Exam

**Bellringer 2:** This will follow the same format and question style as the December bellringer. It will have detailed questions on the Winter material, and more general question pertaining to the Fall.

**Imaging:** This is a standalone exam, in the first week of exams, and is held in the Anatomy lab. You will come into the lab with 11 other students and go to a preassigned lightbox carrel, where you will find 1 previously unseen radiograph. You have 12 minutes to answer the questions on the same question sheet that you will use all year to develop a system for assessing radiographs, and relating them to anatomy. After 12 minutes, you'll go into the museum where an instructor will read your answer and ask you questions on it.

**Live animal:** This component of the final exam is included in the OSCE exam in Clinical Medicine 1, though the marks stay in Anatomy. As part of one station in the Small Animal section of the OSCE, the examiner will ask 1 or 2 questions asking you to palpate an anatomical landmark that is included in the Live Animal Manual, and indicates its significance. One station in the Large Animal section will be administered by anatomy instructors, who will ask you to palpate and relate the significance of landmarks on a horse and cow (both!).

**Principles of Surgery:** This will be tested at a station in the OSCE exam in Clinical Medicine 1, though the marks stay in Anatomy. Dr. Brisson will clarify the nature of the station early

in her sessions with you.

**Final written exam:** This will include 50-70 multiple choice questions. Anything from the course is fair game, with more attention on detail for the Winter material, and more on general concepts for the Fall material.

## 6.2 IMPORTANT: Requirement to obtain 60% on selected assessments

NOTE: This course has some **60% assessments** for which a minimum mark of 60% is necessary to pass the whole course). Details are given in the **Evaluation/Assessments** section.

The philosophy of evaluation in this course follows the formative-summative model, in which midterms are for feedback on your progress, rather than giving many marks, and the real testing and most of the marks come at the end.

**The 2 bellringers and final written exam are subject to 60% rules, as follows:**

1. The sum of your marks on the 2 bellringers must exceed 60% (i.e., > 27.6 of the maximum of 46 marks). If your marks do not meet this criterion, an incomplete grade will be submitted and remediation will be required. To successfully complete remediation, a mark of **60%** or better must be achieved in a comprehensive viva voce at a time to be arranged with the course coordinator, shortly after the end of the exam period. If, after remediation, you still do not have the necessary 60%, you will be considered to have failed to meet this criterion.
2. You must gain 60% or better on the Written anatomy component of the Final exam. If your mark does not meet this criterion, an incomplete grade will be submitted and remediation will be required. Remediation will comprise gaining more than 60% on a similar written exam. If, after remediation, you still do not have the necessary 60%, you will be considered to have failed to meet this criterion.

NOTE 1: If your mark on the December bellringer is <60%, you will be offered optional remediation to be taken within 30 days. If you take up the offer and remediate successfully, you will be considered to have met the 60% plateau for calculating what you need on the final bellringer in April. For example, say you get 50% in December, then without remediation you would need 70% on the final bellringer to average 60%. This need to 20% jump from 1 bellringer to another will be daunting and stressful. After successful remediation, you would only need 60% on the final bellringer. Note that you will retain the original mark for the December bellringer in your grade book, whether or not remediation is successful. Remediation in this case is intended to reduce your stress not to change your mark.

NOTE 2: If, at the end of the course, your total grade is >50%, but you have missed either or both of criteria 1 and 2, then you will be offered remediation as necessary. If remediation is not successful for either or both criteria, then a course grade of 49 will be submitted and the matter sent for academic review.

NOTE 3: If, at the end of the course, your total grade is <50%, remediation will not be offered for either the final bellringer or written exam, because it will not improve your grade. You will have failed the course and your grade will be submitted to academic review.

### 6.3 What if I miss a midterm or part of the Final exam?

In the event that an assignment is missed for a reason that is recognized as valid by the University and the College, one of the following options will be exercised:

1. **Missing a viva voce.** Inform the instructor as soon as possible. It is not necessary to inform the Associate Dean, Students and Academic (unless you miss significant amounts of work in other courses as well). You will get the same mark as your group. On your return you will get the group to quiz you in a similar manner to that of the viva, so you get the benefit of the feedback on how well you are remembering and keeping up with the material;
2. **Missing the midterm bellringer.** Please consult with the Associate Dean, Students and Academic before coming to Dr. Thomason. A make-up viva voce test will be taken within 30 days;
3. **Final exams.** If any component of the final exams is missed, the matter will be referred to academic review.

## 7 Course Statements

### 7.1 Access to live animals

Students may book time to independently practice in small groups outside of their Phase schedule. Large animal species (cattle, horses, sheep) housed in Barn 37 will be accessible for practice outside of scheduled times only during regular working hours (Monday to Friday, 8am to 4pm), provided that other courses are not using the animals or facility. Prior to large animal use for practice, permission must be obtained from Rob Leighton (rleight@uoguelph.ca), who will specify which animal(s) you may use.

Instructions for recording animal use after you have finished are posted in Barn 37 near each species. Diligent recording of animal use in this manner is essential in order to avoid inadvertent overuse of individual animals, as they are shared between multiple courses.

For safety reasons, you must work together in groups of 3 or more students when practicing with the large animal species. Coveralls and steel-toed footwear are required.

**NOTE** that the clinical skills building, barn 37, and all teaching horses/cows/sheep will not be available for practice outside of regularly scheduled lab times on certain dates. **These dates will be listed in the course materials for Clinical Medicine 1.**

The dogs used in this course are from the University of Guelph Central Animal Facility (CAF).

These dogs are accessible for practice outside of laboratory time during CAF regular business hours. Please contact Annette Morrison at CAF ([amorriso@uoguelph.ca](mailto:amorriso@uoguelph.ca)) to arrange practice times.

## 8 University Statements

### 8.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

### 8.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

### 8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

## 8.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

## 8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

More information can be found on the SAS website

<https://www.uoguelph.ca/sas>

## 8.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community—faculty, staff, and students—to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

## **8.7 Recording of Materials**

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## **8.8 Resources**

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>

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