

OnWard Academic Policies

*Threshold for Pass: **Approved by faculty in November 2023***

- Currently there is no grade of “M” or Marginal at UW-Madison ([UW-Madison Valid Grades](#)). Once a definition for M is created, Peggy will craft a proposal for the M grade and move it through the university approval process. The proposal will need to include justification for utilizing M instead of the valid grade of D and also why the S/M/U grading system is needed instead of the currently available S/U grading system.
 - Grade percentage ranges:
 - i. U: ≤ 63.99%.
 - ii. M: 64.00-72.99%.
 - iii. S: 73.00-100%.
 - For the revised curriculum, the current plan is that each semester will be broken into two 8-week blocks. This accommodates the Phase I/II and Phase III/IV breaks mid-semester in the spring. This would mean that the first set of course grades would be recorded into SIS after 8 weeks (mid-semester). EPC may need to meet twice a semester to respond to the early course grades. This would be beneficial from the aspect of earlier intervention for struggling students, but it is recognized that this does increase the workload for EPC members.

*Academic Policy Outcomes of Grades: **Approved by faculty in November 2023***

- Student outcomes related to receiving a grade of “M”. All courses within the professional curriculum are treated equally regardless of credit hour designation (ex. M grade in a 1-credit elective is not treated differently than an M grade in an 8-credit modular course).
 - U: ≤ 63.99%. A student receiving a grade of U in the DVM curriculum is automatically dismissed and must petition EPC to stay in program and remediate the unsatisfactory grade. There is no credit earned towards degree.
 - M: 64.00-72.99%.
 - i. Within a semester:

Concurrent Grades	Outcome
1 M	Meet with ADSAA (and others at ADSAA discretion)
2 or more M	Automatic dismissal, may petition EPC to continue/return

- **One M grade** in any semester: the student has conversation with Associate Dean for Student Academic Affairs (ADSAA) to discuss overall performance and options/benefits of remediation.
- **More than one M grade** in any semester: Dismissal is automatic. Student must petition EPC to return to the program. EPC has discretion to choose continuation, remediation, and/or repeating a year based in individual petition review. Students remaining in

or returning to the program will be on academic probation (see below for details).

ii. Cumulative across semesters:

Cumulative (non-concurrent) Grades	Outcome
1 M	Meet with ADSAA (and others at ADSAA discretion)
2 M	Meet with ADSAA for academic warning
3 M	Meet with EPC to initiate academic probation
4 M	Automatic dismissal, may petition EPC to continue/return

- **One M grade** in the professional program: the student will meet with ADSAA to discuss overall performance and available school and campus resources that can help the student be successful. The ADSAA may invite course coordinators, academic advisors, or other appropriate personnel to the student meeting.
 - **Two M grades** accumulated in the professional program: the student will receive an academic warning and must meet with the ADSAA to discuss overall performance and formulate plans for improvement. The meeting to discuss academic warning includes review of academic probation policy and strategies for ensuring compliance. The ADSAA may invite course coordinators, academic advisors, or other appropriate personnel to the student meeting.
 - **Three M grades** accumulated in the professional program: the student will meet with the EPC to initiate formal academic probation.
 - **Four M grades** accumulated in the professional program: the student is out of compliance with academic standards, and dismissal is automatic. The student may petition EPC to ~~stay in or~~ return to the program. EPC has discretion to choose from the following: to decline the request, or to permit continuation, remediation, or repeating a year based in individual petition review. Students remaining in or returning to the program will be on academic probation (see below for details).
- Definitions and procedures for outcomes
 - **Early Intervention** – formal or informal processes to identify and address gaps in knowledge or skills (include descriptions of what currently happens to intervene and identify students who are struggling – ie, McBurney, instructors, counselors,

financial aid, etc; especially thinking about how “course coordinators” will have the charges in their descriptions of providing early interventions)

- **Academic Warning** – Improvement plan, responsibility fall on student, may include formal faculty oversight/check-in as with remediation as part of academic probation (Lynn extra stuff – esp include that there is a letter)
- **Academic Probation** – Academic probation is an official academic status given to a student due to marginal performance (3M grades) or previous dismissal. It designates a length of time, specific actions, and explicit expectations for students to demonstrate progress towards satisfactory performance. It is an official acknowledgment that the student is not in good academic standing and is in jeopardy of being dismissed if performance or compliance issues persist. Academic probation status will appear on the student’s official transcript in each semester the student remains on probation. The minimum length for academic probation is one semester. Students on academic probation are ineligible for graduation as they are not in good academic standing.
 - i. ADSAA will:
 - Notify student they have been placed on academic probation
 - Meet with student to review academic probation policy and provide guidance and feedback on student’s draft improvement plan
 - Meet regularly to discuss progress on improvement plan
 - ii. Students on academic probation must:
 - submit to EPC a written draft remediation or improvement plan that describes specific actions to resolve reasons for being placed on probation.
 - Meet with EPC to discuss submitted draft improvement plan and receive final approval of the plan
 - maintain compliance with the plan
 - attend regularly scheduled update meetings with the ADSAA or designee
 - submit a letter to EPC requesting release from academic probation after completion of the improvement plan
 - iii. EPC will:
 - Review and discuss submitted improvement plan
 - Meet with student to discuss plan and recommended adjustments based on individual circumstances
 - Approve final improvement plan and submit final version to ADSAA (ADSAA shares final plan with student – work into ADSAA)
 - review student progress updates from ADSAA at least once per semester
 - Will decide academic probation status after receiving a student letter requesting release from academic probation. EPC will consider student letter, progress reports, and additional documentation from ADSAA or others

- EPC may establish additional requirements for students on academic probation. Examples include:
 - ineligibility to hold office in SVM student organizations
 - inability to receive an excused absence to attend meetings or conferences as an official representative of the SVM
 - Ineligibility to serve as a company or industry representative of the SVM
 - requirements to consult and access university resources, such as Financial Aid Office or McBurney Disability Resource Center, in support of academic success.

*Course-based remediation plan: **Approved by faculty in April 2025***

1. Notification to student that they are out of compliance with the academic standards and student needs to meet with Educational Policy Committee (EPC) to appeal
2. If remediation is offered as an option as part of an appeal of the academic standards, the student will proceed with a remediation plan creation
3. Student creates a draft remediation plan
 - a. When draft is created, student requests and schedules meeting with course coordinator(s) and associate dean for student academic affairs (ADSAA)
 - b. Draft remediation plan needs to include the following:
 - **Detailed plan** for study and learning, including (but not limited to) necessary resources, materials, cadavers, models.
 - **Outcomes** that can demonstrate competence in area(s) of concern, such as exam, oral exam, OSCE, written paper, learning artifact.
 - **Deadline(s):** student needs to create draft remediation plan within 15 business days after EPC offers remediation as part of an exception to the academic standards; all remediation needs to be completed by July 15 of the year following the course(s)
 - c. Student, course coordinator(s), and ADSAA meet to review and discuss draft student-created remediation plan
 - Revisions occur until a time when course coordinator(s) and ADSAA agree with the draft plan; this must be finalized and submitted to EPC by June 1 of the year following the course(s)
 - At this point, the draft plan becomes a final plan
 1. Signed by student, course coordinator(s) and ADSAA
 - EPC votes to approve final plan that has been created by student, and approved of by course coordinator(s) and ADSAA
 1. This review and approval by EPC can be completed electronically
 - d. Student engages in approved remediation plan
 - e. After student completes plan, student prepares written description of how they addressed their remediation plan, including metrics or scores, as determined with the course coordinator(s), and submits this to EPC no later than July 15 of the year following the course(s) being addressed for remediation.

- f. EPC reviews document and consults with student, course coordinator(s), and ADSAA, to confirm successful completion of remediation.

*Competency-based remediation plan: **Approved by faculty in April 2025***

Focused on phase 4 to graduation, CBVE-based and use of DOPS

Notes:

- Ongoing monitoring of competencies by Director of Clinical Assessment (DCA) throughout clinical rotations; students also self-monitor their competencies
 - Critical knowledge areas (CKA) performance calculations for clinical competency areas will utilize data exclusively from Directly Observed Procedural Skills (DOPS). DOPS are a form of direct, workplace-based assessment and aligned with the CBVE Framework. DOPS utilize an entrustment supervision scale to document learner progression and encourage self-efficacy and self-directed learning. Students must attain at least a single evaluation equivalent to entrustment for independent practice in 80% of available DOPS to progress to graduation. Phase 4 CKA calculations are not cumulative across phases but are cumulative across clinical rotations. If they do not attain at least 80%, they are out of compliance with academic standards. If a student earns an evaluation of “not trusted to perform with supervision” in any competency in the last 10% of their clinical rotations, they are out of compliance with the academic standards. DCA notifies EPC, and ADSAA notifies student.
 - These are the five competency domains that must be rated of at least 80% of completion of DOPS to demonstrate equivalent entrustment for independent practice:
 - Clinical reasoning and decision making
 - Individual animal care and management
 - Animal population care and management
 - Public health
 - Communication
 - Successful remediation must occur before degree conferral.
1. Notification to student that they are out of compliance with the academic standards because of clinical year competencies. Remediation process is initiated.
 2. Student creates a draft remediation plan
 - a. When draft is created, student requests and schedules meeting with DCA, ADSAA, and potentially course coordinator(s)
 - b. Draft remediation plan needs to include the following:
 - **Detailed plan** for study and learning, including (but not limited to) necessary resources, materials, cadavers, models.
 - **Outcomes** that can demonstrate competence in area(s) of concern, such as oral exam, OSCE, written paper, learning artifact.
 - **Deadline:** all remediation needs to be completed within 14 calendar days of last day of clinical rotations.
 - g. Student, DCA, ADSAA, and potentially course coordinator(s) meet to review and discuss draft student-created remediation plan

- Revisions occur until a time when DCA and ADSAA agree with the draft plan
 - At this point, the draft plan becomes a final plan
 1. Signed by student, DCA and ADSAA
 - Forwarded to Educational Policy Committee (EPC)
 - EPC votes to approve final plan that has been created by student, and approved of by DCA and ADSAA electronically
- h. Student engages in approved remediation plan
- i. After student completes plan, student prepares written description of how they addressed their remediation plan, including metrics or scores, and submits this to EPC no later than 14 calendar days after completion of clinical rotations.
- j. EPC reviews document and consults with student, DCA, and ADSAA, to confirm successful completion of remediation.

Academic Excellence: [Future Vote](#)

- Define how academic excellence is recognized and reported for students needing evidence of academic performance for external audiences (ex. external scholarship or internship application).
 - Examples of evidence for academic excellence
 - Dean's Letter or Class Rank