

**ACCREDITATION POLICIES AND PROCEDURES
OF THE
AVMA COUNCIL ON EDUCATION**

April 2012

Accreditation of veterinary medical education programs is conducted within the Education and Research Division of the American Veterinary Medical Association (AVMA). Accreditation activities take place in the Center for Veterinary Education Accreditation. The Council on Education (COE) accredits DVM or equivalent educational programs and the Committee on Veterinary Technician Education and Activities accredits veterinary technology programs.

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1. STAFF ROSTER

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Note: the words “College” and “School” may be used interchangeably.

The latest version of the *Accreditation Policies and Procedures of the AVMA Council on Education* (P&P) and a listing of programs the COE accredits or preaccredits with the year of the next scheduled review are available to the public at all times on the AVMA website (www.avma.org). A hard copy of the P&P manual can be obtained by making a request to the Education and Research Division. Among many other subjects, the P&P manual contains information on the Council and its operational procedures; standards used to grant, reaffirm, reinstate, restrict, deny, revoke, terminate or take any other accreditation or preaccreditation action; procedures for applying for preaccreditation or accreditation; the types of accreditation and preaccreditation the Council grants; and the procedures programs must follow in applying for accreditation or preaccreditation. The public may receive the names, professional qualifications and relevant employment and organizational affiliations of COE members and/or the COE administrative staff upon request to the Education and Research Division.

The AVMA Council on Education is recognized by the Council for Higher Education Accreditation (CHEA) as the accrediting body for schools and programs that offer the professional Doctor of Veterinary Medicine (DVM) degree, or its equivalent in the United States and Canada. The Council may also approve foreign veterinary colleges.

The Council on Education, American Veterinary Medical Association is also recognized by the United States Secretary of Education as authorized by United States law. The scope of this recognition may differ from the CHEA Recognition Statement. Please consult the U.S. Department of Education website at www.ed.gov/admins/finaid/accred/index.html for additional information.

2. COUNCIL ON EDUCATION ROSTER

Member/Representing	City/State	Term
Member-at-Large – James J. Brace (Associate Dean, University of Tennessee CVM)	Knoxville, TN	2006-2012
Private Clinical Practice – Joan M. Samuels (Small Animal Practitioner)	Buellton, CA	2006-2012
Public –Diane Hamele-Bena (<i>Filling unexpired term</i>) (M.D., Assistant Professor, Columbia University CPS)	New Rochelle, NY	2007-2012
Private Food Animal Clinical Practice – Robert B. Chersonson (<i>Filling unexpired term</i>) (Food Animal Practitioner)	Turlock, CA	2007-2012
Canadian Veterinary Medical Association – Peter Conlon	Guelph, ON	2009-2012
Association of American Veterinary Medical Colleges – Sheila Allen (Dean, University of Georgia CVM)	Athens, GA	2009-2012
Large Animal Clinical Science – William S. Swecker, Jr. (Professor, Virginia Tech CVM)	Blacksburg, VA	2007-2013
Veterinary Medical Research – Herbert E. Whiteley (Dean, University of Illinois CVM)	Urbana, IL	2007-2013
Private Equine Practice – Nathan D. Voris (Equine Practitioner)	Columbia, MO	2007-2013
Private Small Animal Clinical Practice – Jayne E. Jensen (Small Animal Practitioner)	Issaquah, WA	2008-2014
Small Animal Clinical Science – Margaret Root Kustritz (Associate Professor, University of Minnesota CVM)	St. Paul, MN	2008-2014
Public – Beatrice Colway (social worker, retired)	Clinton, TN	2012-2014
Non-Private, Non-Academic Veterinary Medicine – D. Glen Esplin (Laboratory Division Director)	Salt Lake City, UT	2009-2015
Basic Science – Frederik J. Derksen (Professor, Michigan State University CVM)	East Lansing, MI	2009-2015
Public – Nicole K. Roberts (Academy Director, Southern Illinois University)	Urbana, IL	2009-2015
Postgraduate Education – John R. Pascoe (Executive Associate Dean, University of California-Davis SVM)	Winters, CA	2010-2016
Private Mixed Clinical Practice – Ronald E. Gill (Mixed Animal Practitioner)	West Salem, IL	2010-2016
Basic Science – L. Garry Adams (Professor, Texas A&M University CVM)	College Station, TX	2011-2017
Veterinary Preventive Medicine – Philip H. Kass (Professor, University of California-Davis SVM)	Davis, CA	2011-2017
Private Clinical Practice – John R. Scamahorn (Mixed Animal Practitioner)	Greencastle, IN	2011-2017
Public – Jennifer Foster (RN, JD retired)	Athens, GA	2012-2018

3. COMMONLY USED ABBREVIATIONS

AAALAC	Association for Assessment and Accreditation of Laboratory Animal Care
AAVMC	Association of American Veterinary Medical Colleges
ADA	Americans with Disabilities Act
AVMA	American Veterinary Medical Association
CCAC	Canadian Council on Animal Care
CEU	Continuing Education Units
CHEA	Council for Higher Education Accreditation
COE	Council on Education
CVMA	Canadian Veterinary Medical Association
DVM	Doctor of Veterinary Medicine
ECFVG	Educational Commission for Foreign Veterinary Graduates
FTE	Full-time Equivalent
HAB	Human-Animal Bond
JAVMA	<i>Journal of the American Veterinary Medical Association</i>
P&P	<i>Accreditation Policies and Procedures of the AVMA Council on Education</i> manual
NAVLE	North American Veterinary Licensing Examination
RCVS	Royal College of Veterinary Surgeons
SRG	Statistical Research Group
US	United States
USDE	United States Department of Education
VMD	Veterinary Medical Doctor
VTH	Veterinary Teaching Hospital

4. THE AVMA AND ACCREDITATION

4.1. History

The AVMA was founded in 1863. In 1890 it established a Committee on Intelligence and Education and in 1906 the Committee took steps to initiate a college evaluation program. All of the colleges of veterinary medicine in the United States (US) and Canada were notified that during the next two years the AVMA would undertake a classification of the colleges considering curriculum, faculty, and physical equipment. It was planned that the colleges would be assigned an A, B, or C classification according to the quality identified by an evaluating committee.

After several years of struggling with the problem, the effort to classify the schools on a purely subjective basis was abandoned, and in 1921 the first detailed list of “Essentials of an Acceptable Veterinary School” was adopted by the AVMA. Since then the “essentials” statement has been revised many times, and a system of accreditation, rather than classification, has been used. In 1946 the entire structure of the AVMA was reorganized and the Council on Education (COE) was formed to replace the Committee on Intelligence and Education. Since that time the COE has conducted the AVMA accreditation program. In the year 2000, the term “essentials” was changed to “standards.”

4.2. Scope and Purpose

The AVMA, through the COE¹ is recognized by the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA) as the accrediting agency for colleges and schools of veterinary medicine in the US. Every five years, the COE seeks renewal of recognition from each agency. Through a process of applying standard requirements reviewed by the AVMA House of Delegates, the COE ensures that minimum standards in veterinary medical education are met by all AVMA-accredited colleges of veterinary medicine, and that students enrolled in those colleges receive an education which will prepare them for entry-level positions in the profession.

The accreditation procedure used by the AVMA is specific to the DVM or equivalent degree program, and is not used to accredit other programs, which may be a part of the educational program in a college. Accreditation is non-transferable. Therefore all institutions or branches of a college offering educational programs leading to DVM or equivalent degree must be individually accredited. The COE’s realm of accreditation consists of all veterinary colleges in the US and Canada. US and Canadian colleges voluntarily seek accreditation through the AVMA COE. The COE is the only recognized accrediting agency for colleges of veterinary medicine in the two countries. Additionally, the AVMA COE provides accreditation for foreign colleges of veterinary medicine which voluntarily seek such classification, and meet or exceed all standard requirements. As the recognized accrediting body for veterinary medicine, the Council considers the interests of the veterinary profession and society at large in the review of programs.

It is the objective of the AVMA COE to ensure that each graduate of an accredited college of veterinary medicine will be firmly based in the fundamental principles, scientific knowledge, and physical and mental skills of veterinary medicine. Graduates should be able to apply these fundamentals to solving veterinary medical problems for different species and types of domestic animals.

The fundamentals with which each graduate leaves the college are expected to provide a basis for a variety of career activities including clinical patient care, research, and other non-clinical options relevant to animal and human health. These fundamentals should be the basis for a lifetime of learning and professional development.

The Council attempts to conduct all activities in ways that best serve the interests of the veterinary profession, veterinary students, and society, without discrimination on the basis of age, race, gender, or creed. While recognizing the existence and appropriateness of diverse institutional missions and educational objectives, the Council subscribes to the proposition that local circumstances do not justify

¹ The terms “COE” and/or “Council” may be used when referring to the entire COE, the Executive Committee of the COE, a COE site visit team and/or any COE committee or subcommittee.

accreditation of a substandard program in veterinary education leading to a professional degree. Accreditation by the COE does not enable colleges to participate in Title IV student loan programs.

4.3. Charge of the Council on Education

- a. Have autonomous authority to evaluate schools and colleges offering a professional degree in veterinary medicine, according to established standards; make accreditation decisions; and assign a classification of accreditation to each such school or college;
- b. Meet the needs of society by promoting active programs in veterinary medical education by, among other things, encouraging and assisting schools and colleges of veterinary medicine to meet the requirements for full accreditation;
- c. Study and recommend methods of instruction, and promote the continual improvement of veterinary medical education in all its facets;
- d. Recommend standards for accredited colleges offering a professional degree in veterinary medicine; such standards shall pertain to organization, finances, physical facilities and equipment, clinical resources, library and information resources, students, admissions, faculty, curriculum, research programs, and outcomes assessment;
- e. Publish a list annually of the schools and colleges of veterinary medicine showing the current accreditation status of each;
- f. Provide consultation to proposed, developing, and existing schools and colleges of veterinary medicine;
- g. Review and make recommendations to the AVMA Executive Board concerning the activities of committees concerned with veterinary specialties, veterinary technicians, graduates of foreign colleges of veterinary medicine, and licensing examinations; and
- h. Recommend curriculum changes to enhance the veterinarian's ability to meet changing professional demands and societal needs.

4.4. Function

A major function of the AVMA COE is to ensure quality professional veterinary education by conducting periodic accreditation reviews to determine the degree to which a college or school of veterinary medicine meets the Standards of Accreditation and its own stated goals and objectives; and through the accreditation process, protect the interests of the general public as related to veterinary medicine. The Council recognizes only those programs which meet the accreditation standards developed and agreed upon by various communities of interest, including the public. Additionally, the Council interacts and communicates with the AVMA Executive Board regarding veterinary specialty boards, veterinary technician programs, graduates of foreign veterinary colleges, and licensing examinations. The Council's accreditation program ensures quality education for veterinarians and ultimately leads to quality veterinary care for animals.

The AVMA voluntarily seeks recognition from the USDE to ensure credibility. The USDE recognizes accrediting bodies such as the COE that follow USDE guidelines of operation. Through this process, the COE adopts policies and procedures which ensure substantial compliance with the published guidelines of the USDE. The COE demonstrates that accreditation decisions are independent of, and not influenced by the AVMA or its recognized affiliate organizations. In general, USDE guidelines seek assurance that the COE has clearly documented Standards of Accreditation which address all areas of the program leading to the DVM or equivalent degree, that the Standards are applied evenly and fairly to all colleges seeking accreditation, and that students are provided with accurate information regarding the program and given reasonable assurance of successful completion. Proper documentation of accreditation outcomes is sent to the USDE in a timely manner. The AVMA, through the activities of the COE, has been recognized as an accrediting body for veterinary medicine by the USDE since 1952.

Non-governmental recognition of accreditation is voluntarily sought by the AVMA through CHEA. CHEA is a highly respected, non-profit organization which assists accrediting bodies like the COE, in assuring quality in the accrediting process. The Council identifies CHEA as the "gold standard" to assure that: 1) standards are reviewed; 2) college evaluation is conducted in a manner which measures the educational quality of the program; 3) fair and informed means are used in the application of the standards and in the conduct of the site visit; 4) that the public is provided with high quality professional veterinary practitioners; and 5) the quality of teaching, research, and service is continually improving in veterinary

medical colleges. Through the guidance of CHEA, the Council judges the appropriateness of institutional and program purposes, and the educational outcomes indicating that the purposes are being met on an ongoing basis. The AVMA COE has been recognized by CHEA and its predecessors as an accrediting body for veterinary medicine since 1949.

Foreign colleges of veterinary medicine may seek AVMA accreditation status, but neither the USDE nor CHEA recognition is required for the activity.

5. FUNDAMENTAL PRINCIPLES OF ACCREDITATION

5.1. COE Mission Statement

The mission of the AVMA COE is to use clearly defined Standards of Accreditation and fairly and accurately evaluate DVM (or equivalent) veterinary medical education programs. The Standards are interpreted and applied by the Council to each school/college in relation to its mission. Through the accreditation process the Council is fully dedicated to protecting the rights of the students, assisting the schools/colleges to improve veterinary medical education, and assuring the public that accredited programs provide a quality education. In all its activities, the COE is committed to operate with collegiality, integrity, and confidentiality and will strive to continuously improve the accreditation process.

5.2. Integrity

To encourage ongoing confidence in the specialized accreditation process, both the college and the COE must be assured that functions assigned to each entity are clearly understood. The following are some of the areas where special efforts must be made to ensure integrity of the process:

- a. The college must present accurate information to the Council for accreditation evaluation, and must allow access to all parts of the operation during the site visit.
- b. The college must refrain from misleading advertisement of the program, and must correct any inaccuracies.
- c. The college must make every effort to protect students. The protection must include, but is not limited to unbiased grading procedures, and access to educational opportunities, scholarships, and student services. The USDE requires that students be made aware of the appropriate tuition refund procedure upon withdrawal.
- d. When a college releases information regarding its accreditation status, the information must be correct. Should misinformation be released, the college must correct the information in a timely manner (refer to Section 9.4).
- e. The Council must conform to the AVMA Conflict of Interest Policy (refer to Section 5.4).
- f. During the evaluation process, the Council must evaluate the college only on the Standard Requirements for Accreditation. Application of the standard requirements to all college programs must be unbiased.
- g. The site visit and deliberation toward the assignment of accreditation status must be conducted with the highest ethical standards.
- h. All materials, discussions, and decisions of the Council regarding accreditation must be confidential.
- i. The Council must recognize college and program diversity when making accreditation decisions.
- j. The Council must inform all appropriate federal, state, university, and college officials of matters related to accreditation in a timely manner.

5.3. Confidentiality

To ensure that all matters dealing with accreditation of colleges of veterinary medicine are conducted with integrity and objectivity, the COE has adopted a confidentiality policy. Those who participate in COE activities, including but not limited to elected COE members, non-COE site team members, appropriate AVMA staff, and the Executive Board observer on the COE, must maintain the confidentiality of all non-public information relating to accreditation and veterinary education.

- a. Communications with colleges, accrediting and state agencies, and the public. In order to provide colleges, accrediting and state agencies, and the public with the most accurate information possible, the COE has adopted specific policies and procedures governing all COE communications.

Communications that are not consistent with the COE's policies and procedures and that have not been approved and issued by the COE are strictly prohibited. All discussions, observations, and documents associated with site visits and accreditation decisions are confidential to the COE and should not be discussed with anyone other than elected COE members, appropriate AVMA staff, the Executive Board and Association of American Veterinary Medical Colleges (AAVMC) observers of the COE, and non-COE site team members when necessary. Information regarding accreditation decisions cannot be shared with any individual or group other than: 1) the university and college through the official report of evaluation, 2) reports to accrediting and state agencies, and 3) the public through official announcements. Any inquiries made to COE members regarding the accreditation process or specific programs should be referred to the COE Chair and appropriate AVMA staff.

- b. Communications with AVMA Staff, Officers, and Members. It is the policy of the COE to ensure that its accreditation decisions are independent and are not subject to interference from any organization or individual. Appropriate AVMA staff and the designated AVMA COE observers may attend COE meetings and provide assistance to the COE as necessary, and shall maintain the confidentiality of all non-public information regarding accreditation decisions. The COE Chair and appropriate AVMA staff may share non-public information regarding accreditation decisions with appropriate AVMA officials when it is of a privileged legal nature. Should the need arise to consult with other AVMA-affiliated individuals, outside experts, or other consultants, the COE Chair and appropriate AVMA staff shall be consulted beforehand.

5.4. Avoidance of Conflict of Interest

To ensure that all matters dealing with accreditation of colleges of veterinary medicine are conducted in an unbiased manner, the COE has adopted a Conflict of Interest Policy. The policy extends and pertains to those COE members who have immediate family (parents, spouses, and siblings) in any of the potential conflict areas listed. Further, the policy extends to all AVMA support staff.

a. COE Members, State VMA Representatives, and Consultants

No member shall serve on a site visit team who:

- Is a graduate of any program in the institution being evaluated.
- Has collaborative research, teaching, or service interests with a key administrator or faculty member of the institution being evaluated. (Holding a patent interest, shared research grants, and contract teaching are examples of collaboration.)
- Is or has been employed by the institution being evaluated. (Members who have been interviewed for employment at an institution wherein some conflict arose should exclude themselves from consideration as a site visit team member.)
- Has served as a consultant on accreditation matters with the institution being evaluated.
- Is an employee or former (within the past five years) employee of the AVMA.
- Has reason to believe other conflicts of interest exist that have not been listed herein. (The member should communicate with the Chair of the Committee on Evaluation for clarification of any concerns.)

b. AVMA Staff

Although AVMA staff members do not participate directly in decisions regarding accreditation of colleges, they are in a position to influence the outcomes of the process. Conversely, staff provides continuity to the evaluation process. No AVMA staff member will serve on a site visit team who:

- Has graduated during the past five years from a college being evaluated.
- Has been employed during the past five years by a college being evaluated.
- Has close personal or familial relationships with key personnel in the college being evaluated.

c. Public Members

No public member shall be appointed to the COE who:

- Holds the Doctor of Veterinary Medicine (DVM) or equivalent degree.
- Is a faculty member or administrator of a college of veterinary medicine.
- Is a current or former employee of a school or college of veterinary medicine.

5.5. Quality Assurance

The COE is committed to sustained quality and continued improvement in veterinary medical education programs, but does not intervene on behalf of individuals or act as a court of appeal for individual matters of admission, appointment, promotion or dismissal of faculty, staff, or students. The COE will review complaints related to college compliance with the accreditation standards. Complaints and/or comments must be written, addressed to the COE, and signed with a personal signature for consideration/investigation. Contents of complaints/comments will be shared with the school/college, and the COE. The school/college will be given the opportunity to respond to the complaints/comment and that response will be used by the COE in resolving the complaint.

5.5.1. Third Party Comment/Complaints

The COE provides opportunity for interested parties to submit, in writing, comments concerning college qualifications for accreditation. The Council publishes a notice of its plans to conduct a comprehensive site visit seeking reasonable assurance or accreditation status in the *Journal of the American Veterinary Medical Association (JAVMA)*. This notice indicates the deadline for receipt of third-party comment. Comment must address the Standards for Accreditation.

5.5.2. Complaints Directed at a College and its Accreditation Status

Students, faculty, constituent veterinary medical associations, veterinary state boards, and other interested parties may submit an appropriate signed complaint to the COE regarding an accredited veterinary or developing college which has made application for accreditation. The COE will take every responsible precaution to protect the identity of the complainant from being revealed to the college; however, the Council cannot guarantee confidentiality of the complainant.

An appropriate complaint is defined as one alleging: 1) an accredited or pending college program is not in compliance with the Standards of Accreditation and 2) the practice, condition, or situation of a continuing or pervasive nature, as opposed to an unfair or arbitrary act of an individual or an act isolated in nature. In accord with the role of COE, matters will be addressed in an investigative manner rather than as a mediator. Only written signed complaints will be considered by the COE. The COE strongly encourages all parties to attempt resolution of complaints before they are brought to the Council. If the complaint includes issues already being addressed by other entities, the Council will take no action on the complaint until such adjudication or litigation is concluded.

Any written complaint by a third party (individual such as faculty, staff, public, or organization) concerning the quality of ethical conduct of an accredited college of veterinary medicine will be received by staff, who will acknowledge receipt of the complaint within seven (7) working days. AVMA staff will make a preliminary investigation of the initial complaint and report to the COE Executive Committee within 30 days. As part of this review, the staff will determine whether the complaint is appropriate for review by the Council, that is the complaint is related to items which have specific impact on the educational process and/or the Standards. The Council is not the appropriate body to review allegations of malpractice.

After review of the complaint and the report of the staff investigation, the Executive Committee will report its findings to the Council and the complainant within 30 days from receipt of the staff report. If, in the judgment of the Executive Committee, the complaint appears to be of sufficient substance to affect the accreditation status of the college, it will be investigated further by the Council. Upon completion of the investigation, the Council will take appropriate action to bring the accreditation status of the college into conformity with the established classifications. If an investigation of the complaint by the Council is deemed necessary, it should be completed within a period of not more than six (6) months after receiving the report from the Executive Committee.

If an adverse decision is made concerning the accreditation classification of a college, the college shall have the right of appeal (*see* Section 10.11, Appeals of Adverse Outcomes). In any case, the college complained against will be informed of the nature and source of the complaint and the resultant action, if any, contemplated by the Council before such action is taken. The complainant will be notified in writing of the results of the investigation and any action taken.

5.5.3. Complaints Directed at the COE and its Accreditation Activities

Interested parties may submit an appropriate, signed complaint to the COE regarding failure of the Council to follow policies and procedures, failure of the Council to use sound professional judgment in applying the Standards of Accreditation, or failure of the Council to consider all evidence in accreditation decisions. Complaints received addressing other COE activities will not be considered. The COE will determine whether the information submitted constitutes an appropriate complaint and will proceed according to policy.

- i. The COE will acknowledge receipt of the information within seven (7) days and provide the complainant with the policy and procedures manual.
- ii. Within 60 days, the COE will collect additional information internally, if necessary, and conduct an initial screening to determine whether the complaint has merit.
- iii. Within 90 days of receipt of the complaint, the COE will inform the complainant of the results of the internal screening.
- iv. If the complaint is determined to have merit, the appropriate COE committee will consider the complaint in closed session if the discussion will involve specific individuals or colleges; otherwise, the complaint will be discussed in open session. These actions will occur at the next scheduled COE meeting.
- v. The COE will consider changes in policy and procedure if indicated, and initiate the change process in a timely manner.
- vi. The COE will inform the complainant of any actions taken within 30 days of the COE meeting.

5.6. Programmatic Advertising and Student Recruitment

Accredited veterinary medical colleges, or individuals acting on their behalf, are expected to exhibit integrity and responsibility in programmatic advertising and student recruitment. Responsible self regulation requires rigorous attention to the ethical principles (listed below) in all matters of conduct.

Any advertising pertaining to a college that is accredited by the AVMA COE must be clear and comprehensive, indicating the accrediting body by name and specifying the accreditation status of the college. Any reference to a specific aspect of the college and the length of the program shall indicate that educational standards for the degree are being met.

The COE accredits colleges of veterinary medicine in the US and Canada, and also some foreign countries. If a college or university makes public disclosure of accreditation or preaccreditation status granted by the AVMA, all information related to the outcome of accreditation must be accurate in all respects, must disclose that the accreditation status affects only the college of veterinary medicine and no other entities of the university, and must provide the name, address, and telephone number of the COE at the AVMA.

Colleges shall adhere to the following principles of ethics:

- a. The primary emphasis on advertising veterinary professional education should be on the educational program.
- b. All statements and representations must be clear, factually accurate, and current.
- c. Catalogs and other official publications (printed or electronic) should be readily available and accurately depict:
 - Purpose and goals of the program
 - Admission requirements and procedures
 - Degree requirements
 - Faculty, with degrees held and the conferring institution
 - Tuition, fees and other program costs, along with the procedure for refund and withdrawal
 - Financial aid programs
- d. College catalogs and other official publications (printed or electronic) describing career opportunities should provide clean and accurate information about:
 - National and state requirements for eligibility for licensure
 - Any unique requirements for career paths, or for employment and advancement opportunity in the profession.

- e. When a college discloses its accreditation or preaccreditation status to the public, the COE must verify the accuracy of the information. The public disclosure of the accreditation status by the college must be sent to the COE and it must include:
 - A statement that the college grants the DVM or equivalent degree,
 - A statement that the college is accredited by the COE, and the address, e-mail, and telephone number of the COE. If incorrect or misleading information is included in the public disclosure of the accreditation status of the college, the COE will provide the accurate accreditation status to the public, make corrections in reports of site visit reviews or reports of evaluation, or the COE's accrediting or preaccreditation actions with respect to the college, as necessary. The college will be notified that the COE intends to correct the incorrect or misleading information disclosed by the college. Public disclosure of COE corrections will be made in the *JAVMA*, the AVMA website, or other avenues. Should a college release additional information, the COE must be notified. The Council may maintain or lower the accreditation status assigned until it is satisfied that the public is no longer being misled.

6. ACCREDITATION EVALUATION

6.1. General Policies

Colleges of veterinary medicine are evaluated by the Council on the basis of compliance with the standards as each relates to the mission of the college. The Council bases its decision on compliance with the findings related to the particular standard, and not on impressions of the overall college program. Information on which standards are evaluated includes the college self-study report and the findings of a sit visit team. It is recognized that assessment of compliance with a standard may change between the submission of the self-study, the site visit, and when the full Council makes its final determination. There must be a specific time frame in which the facts and data are considered and an accreditation decision is made. Failure to function within these parameters prohibits effective accreditation decisions. Procedures exist to provide a timely reevaluation by the Council at the request of a college that believes identified deficiencies have been corrected.

The COE, through the activities of AVMA support staff and the COE Chair, provides technical assistance to colleges seeking a letter of reasonable assurance, accreditation, or renewal of accreditation. This support is in the form of telephone conversations between the colleges and the Council Chair or AVMA staff. Information regarding the self-study document is provided based upon the inquiry. The Chair of the COE or AVMA staff responds to written inquiries. In conjunction with either the spring or summer meetings of the AAVMC, a session is offered for the deans of veterinary colleges whose institutions are to be evaluated and visited in the upcoming year. The meeting focuses on changes to the standards and/or self-study procedure and is conducted by AVMA staff.

The Council and/or AVMA staff offers consultation to any US or Canadian college with special needs concerning accreditation or reasonable assurance evaluation. The Council responds to public requests for accreditation or preaccreditation by providing the *Accreditation Policies and Procedures of the AVMA Council on Education* manual. The identity of the Council's principal administrative staff is published in this manual.

6.1.1. Procedures for Accreditation Evaluation

The AVMA will evaluate and assign a classification of accreditation to any college of veterinary medicine at the request of the dean of the college and the chief executive officer of the parent institution. The accreditation procedure consists of the following:

- a. Receipt of written request for accreditation.
- b. Receipt and review of appropriate reports submitted by the college.
- c. A site visit to the college by the site visit team.
- d. Preparation of a report of evaluation by the site visit team.
- e. Review of the evaluation report by the full Council on Education.
- f. Assignment by the full Council of a classification of accreditation.

- g. Reevaluation at intervals of no more than seven years or after any major change in faculty, facilities, or curriculum.
- h. Upon written notification a college may postpone or cancel a scheduled accreditation site visit or may withdraw from the accreditation process at any time.

In addition, the Council will, at least annually, publish a list of all accredited colleges, including the classification of each and the date of last evaluation. A college may withdraw its request for initial accreditation at any time prior to the final action by the Council.

Procedures for reaffirming, changing, revoking, or reinstating accreditation status are identical with steps 'b' through 'f' above. Accreditation will be withheld only for cause, after review, or when a college does not permit reevaluation after notice.

6.2. Reasonable Assurance

If a proposed US or Canadian veterinary college seeking a Letter of Reasonable Assurance desires consultation and advice on planning, the college may request a consultative site visit. The consultative site team is composed of COE members and AVMA staff who provide an unofficial appraisal of the program as related to planned compliance with the Standards. The proposed college must submit a detailed self-study report of evaluation noting the plan six (6) weeks in advance of the site visit, and after the visit, the COE will provide an unofficial written report of evaluation noting the readiness for a complete site visit. All expenses for the consultative site visit are paid by the proposed college.

Upon request, the Council will consider evaluation of an existing, proposed, or newly established college. The Council and/or AVMA staff offers reasonable consultation to any college with special needs concerning accreditation including Reasonable Assurance and Provisional Accreditation (preaccreditation). Procedures for Reasonable Assurance evaluations are identical to steps 'a-f' and 'h' of the "Procedure for Accreditation Evaluation" (Section 6.1.1). Reasonable Assurance is not a preaccreditation action by the Council on Education and does not confer accreditation of any kind on a developing college.

Upon request, Reasonable Assurance evaluations and site visits for proposed programs are conducted essentially the same as evaluations for established accredited programs. The self-study report, the site visit, and the report of evaluation address the standard requirements based on plans and existing resources such as budget, facilities, faculty, and administration. A Reasonable Assurance evaluation is based on planned action and preliminary arrangements so long as the Council deems the implementation of such planned actions to be reasonable, pragmatic, and feasible within an appropriate time frame.

A veterinary college is considered eligible to apply for a Letter of Reasonable Assurance if the parent institution:

- a. Is accredited by a regional or national institutional accrediting body recognized by the USDE (in Canada the institution must be recognized by the appropriate federal or provincial body),
- b. Is legally authorized to confer a professional degree, and
- c. Employs a veterinarian as dean or chief executive officer of the college of veterinary medicine.

A formal letter of application from the dean and/or chief administrative institutional officer must be submitted to the AVMA Council on Education to begin the process of obtaining a Letter of Reasonable Assurance. Once a college is granted Reasonable Assurance, a liaison committee shall be appointed by the COE chair. The committee will be composed of up to five COE members to create continuity and structure during the accreditation process. This committee is charged with creating and maintaining a direct line of communication between the COE and the college. If the accreditation process advances to a comprehensive site visit, then one to two members of this liaison committee will be appointed to the comprehensive site visit team to promote efficiency and continuity.

The college must submit a self-study document as outlined in the *Accreditation Policies and Procedures of the AVMA Council on Education* manual (most recent edition) that addresses each standard. Through its self-study, the college must address business and educational plans. Programs must address each standard by carefully describing how compliance with that standard will be ensured. The self-study document and

information gained on site are the basis for the Reasonable Assurance evaluation by the Council, and a decision to grant Reasonable Assurance is made by the full Council.

A college that fails to be granted Reasonable Assurance following an evaluation by the COE may not apply for reconsideration for 12 months after the date of the Council's decision.

A college granted Reasonable Assurance must offer admission to and matriculate its first class of students within three years. A college that delays offering admission to and matriculating its first class beyond three years must submit a new formal letter of application to the AVMA COE.

6.3. Provisional Accreditation

If a college granted Reasonable Assurance is making adequate progress in complying with the Standards, Provisional Accreditation may be granted to that college on the date that letters of acceptance (admission) are mailed to members of the initial class. Following the granting of Provisional Accreditation status and during the first semester of the second year of the initial class matriculation, a comprehensive site visit will be conducted to determine whether the program is making progress in complying with the Standards. The Report of Evaluation from that site visit will clearly describe and identify compliance and/or non-compliance with each Standard at the time of the site visit. If the Council determines that deficiencies are severe and compliance with the Standards is unlikely, the college may be placed on Terminal Accreditation. If the Council determines that the program is making reasonable progress in complying with the Standards, Provisional Accreditation may be continued.

A focused site visit may be conducted at any time during the developmental period (i.e., period of granting Reasonable Assurance to granting Full Accreditation). A comprehensive site visit is conducted during the second semester of the fourth year of the initial class matriculation. If the Council determines that the college is in compliance with each Standard, Full Accreditation will be granted. Programs that make reasonable progress in complying with the Standards during the developmental period may have Provisional Accreditation status extended (but not for more than five years); or, the college may be placed on Limited Accreditation if it meets the requirements for that accreditation status; or, if the Council determines that deficiencies are severe and compliance with the Standards is unlikely, the college may be placed on Terminal Accreditation. Programs placed on Terminal Accreditation are required to follow the procedures outlined for Terminal Accreditation status to protect the interests of enrolled students.

When Reasonable Assurance or Provisional Accreditation is granted, interim reports are required at six-month intervals to monitor the program's progress in complying with the Standards. In particular, changes in business or educational plans must be addressed in detail.

Provisional Accreditation status may remain in effect no more than five years if the program complies with the necessary requirements. Reasonable Assurance or Provisional Accreditation status may be withdrawn at any time during the developmental period if the Council determines the college is unlikely to comply with a Standard(s). In the latter case (withdrawal of Provisional Accreditation status), the college may be placed on Terminal Accreditation.

The Council has no mechanism for providing assistance to developing colleges outside the US or Canada; the Reasonable Assurance process and Provisional Accreditation status are limited to US and Canadian veterinary colleges.

Decisions on granting Reasonable Assurance, Provisional Accreditation, or Full Accreditation status for site visits that occurred less than 90 days prior to the next scheduled COE meeting will usually be deferred to the following meeting. The Council meets twice annually.

If the Council notes deficiencies that may result in an adverse accreditation action under this Policy 6, the Council will defer the accreditation action and will provide the college an opportunity to respond in writing pursuant to Policy 10.6 of this manual. If the Council takes an adverse accreditation action after the college has had the opportunity to respond under Policy 10.6, then the college will be reminded of the appeal process.

6.4. Foreign Veterinary Colleges

The expressed desire of foreign veterinary colleges for input and evaluation of their programs by the AVMA COE is in recognition of the high standards of veterinary medical education in the US and Canada. It is further recognized that the AVMA COE plays a significant role in setting the standards for international veterinary education. Should a foreign college decide to challenge in a court of law an adverse accreditation decision made by the COE, the filing must be done in a US court of competent jurisdiction seated in Illinois.

Foreign veterinary colleges are defined as colleges of veterinary medicine located outside the US and Canada. The COE believes that accrediting foreign veterinary colleges supports and encourages the achievement of high standards of veterinary medical education world wide thus improving animal and human health. It is the objective of the AVMA COE to ensure that each graduate of an accredited college of veterinary medicine is firmly based in the fundamental principles, scientific knowledge, and physical and mental skills of veterinary medicine.

To initiate the process for a foreign college to be accredited, a written request must be received by the AVMA COE from the dean of the college and the president/provost of the university. The Council and AVMA staff respond to all inquiries regarding accreditation, and provide the *Accreditation Policies and Procedures of the AVMA Council on Education* to foreign colleges requesting such information.

Accreditation is voluntary; the AVMA COE does not solicit applications. AVMA COE accredited US and Canadian, and AVMA COE-accredited foreign colleges will be given site visit scheduling priority over nonaccredited foreign institutions seeking accreditation. Guidelines for site visits to foreign colleges are contained in the COE P&P manual, which is revised annually. The COE consults with existing accreditation and licensing agencies in countries holding/seeking international accreditation.

6.4.1. General Information

The Council reserves the right to deny a request for a site visit to a college in a country where conditions exist that might place the safety of site team members at risk. The judgment of the Council will prevail in such decisions.

The cumulative number of all site visits (US, Canadian, and foreign) in a 12-month period shall not exceed 12 so all requests may not be met in a given year. If a foreign college is denied initial accreditation, the institution will not be re-evaluated for a period of at least two years. Assurance must be provided to the Council that deficiencies have been corrected before a succeeding site visit is scheduled.

Enrollment demographics will not be considered in the accreditation process, or in decisions related to accreditation. Although cultural diversity is recognized, the Standards of Accreditation are applied in the same manner for all institutions in the accreditation process.

Language is not considered a barrier to accreditation; however, all matters and information related to the accreditation process must be in English. Accredited foreign colleges that do not conduct all instruction in English are considered to produce graduates whose English language skills are unknown to the COE. State boards of veterinary medicine in the US and Canada (provinces) will be notified of this fact as appropriate.

Initial or continued accreditation of a foreign veterinary school/college will be contingent upon:

- i. the licensing body of that foreign country recognizing that graduates of US and Canadian AVMA COE accredited veterinary schools/colleges have met the same educational standards as graduates of the AVMA COE accredited foreign veterinary school/college, and
- ii. the foreign country conferring licenses to graduates of AVMA-accredited US and Canadian veterinary schools/colleges that are identical to those given to graduates of that country's AVMA COE accredited veterinary school/college, by a licensing process no more difficult

than that required of graduates of that country's AVMA COE accredited veterinary school/college.

6.4.2. Educational Improvement

There are a number of methods through which the AVMA and its COE can assist in the improvement of education and/or accreditation of foreign veterinary colleges including:

- i. The provision of copies of the standards used for accrediting US and Canadian programs to serve as guidelines for standards.
- ii. A consultative site visit¹ to evaluate a college's preparedness for accreditation. If a college seeks AVMA COE accreditation, a consultative site visit and appraisal of the program must be conducted. The site visit is conducted at a time to avoid conflict with previously scheduled site visits.
- iii. A comprehensive site visit for accreditation and recognition of the program. The site visit and evaluation is conducted using the same processes as employed for US and Canadian colleges. The evaluation is conducted only at the convenience of the Council and its members.
- iv. COE accreditation of a foreign veterinary college confirms that the program complies with the AVMA COE Standards of Accreditation. Accreditation is not an endorsement that replaces or overrides international rules and regulations or state, provincial, and national licensing and practice act guidelines.

The participation of the COE in these accreditation activities helps to ensure AVMA's role in international veterinary education.

6.4.3. Procedures

Foreign veterinary colleges may seek accreditation status from the AVMA COE through the procedures established by the COE. Accreditation may be of value to foreign colleges for purposes of recognition of program quality and/or as a means to assist graduates who choose to practice veterinary medicine in the US. Throughout the process of seeking AVMA COE accreditation status, the *Accreditation Policies and Procedures of the AVMA Council on Education* manual will serve as the basis for all procedures and decisions. Standard requirements described in the manual will be applied to all programs seeking accreditation. The council will acknowledge social, cultural, and educational diversity in a fair and equitable manner; but veterinary medical education program quality as measured by the standards is non-negotiable.

Site visits are initiated by the college seeking or renewing accreditation. In cases where conditions at an accredited college have changed dramatically, jeopardizing the institution's ability to meet the standards as noted in an annual report, or when third party comments are received from faculty, students, staff, or the public, the Council may conduct a focused or comprehensive site visit to determine whether the conditions or reports have validity which might negatively impact the accreditation status of the college. The AVMA COE has no process to assist developing foreign colleges. Accreditation may be sought only by established foreign colleges².

6.4.4. Site Visits

Four types of site visits may be conducted by the COE:

Consultative – If an established foreign veterinary medical college desires consultation and advice on its readiness for attaining accreditation status, the college must request a consultative site visit. The consultative site visit team is composed of COE members and AVMA staff who provide an unofficial appraisal of the program as related to compliance with the standards. A foreign college seeking accreditation status must provide the COE with five copies of a video (DVD format) detailing the physical facilities and educational programs of the college. The video is limited to 30 minutes' duration and shall be provided to the COE at the time the self-study is submitted. The college must submit a detailed self-study report 12 weeks in advance of the site visit (if self-study does not arrive at

¹ See Section 6.4.4. for definitions of site visits

² An established foreign veterinary medical college is defined as an institution able to provide five years of data on graduating classes.

least 12 weeks prior to the first day of the scheduled site visit, the site visit may be cancelled or rescheduled to a later date). After the visit, the COE will provide an unofficial written report of evaluation noting the readiness for a comprehensive site visit.

As a college is seeking initial accreditation and a consultative site visit has been scheduled, the consultative site team and the chair of the COE Evaluation Committee, in consultation with COE staff, will review the self-study and determine if the college appears to meet all or most of the standards. In the event it is believed that the college falls short of meeting one or more standards, a consultative site visit will not be conducted and the college will be notified of the perceived deficiencies.

A site team composed of four experienced COE members appointed by the Chair of the Evaluation Committee (Canadian National Examining Board members may be considered when selecting a site visit team) and one AVMA staff member will conduct the consultative site visit. The consultation generally takes three to four days. Appropriate college personnel and the site team chair will prepare an agenda that ensures evaluation of all areas of the program.

The report from the consultative site visit is the responsibility of the team chair and consists of the following sections:

- Section I – an introductory paragraph providing the name and location of the college, the identity of the chief academic officer of the college and of the parent institution, and a brief history of the college.
- Section II – the eleven Standards of Accreditation and a short description of perceived deficiencies.
- Section III – program strengths in numerical order, without priority.
- Section IV – an appraisal of the preparedness of the college for a comprehensive site visit.
- Section V – other comments that may assist the college in improving its self-study, designing the agenda for the site visit, or other matters.

The report is based upon the evaluations of the site team and is not approved by the COE. Questions related to the report should be directed to the chair of the site team, who reports the findings from the consultative visit as information only, to the Council during the next regularly scheduled meeting.

No further action is taken by the COE following a consultative site visit unless identified deficiencies are corrected, the Council determines that a comprehensive site visit is warranted, and a formal request is received from the college. If a comprehensive site visit is conducted, the procedure followed is identical to that for evaluation of US and Canadian colleges. COE members may not serve on both the consultative and comprehensive site visit teams for foreign veterinary colleges.

Consultation with an Accredited College – An accredited foreign college may request consultation from the COE by inviting a consultative site team to visit the college. A request should focus on a specific item(s) wherein the college wishes advice. The advice provided is not an official recommendation from the COE.

Comprehensive – In order to proceed with a comprehensive site visit, a school must submit a detailed response to all points raised by the consultative site team to the COE within three years after receipt of the consultative report. If the COE receives no such application, the college must wait two years before reapplying. An established foreign veterinary medical college seeking initial accreditation may request a comprehensive site visit. The process is the same as for a US or Canadian college. Comprehensive site visits are required at least once every seven years to retain accreditation status. The college must provide a complete self-study report, and after the site visit is conducted, the college is apprised of its status.

Focused – A focused site visit can be requested by an AVMA COE-accredited foreign veterinary college, or be initiated by the COE based upon the contents of the college annual report or third party (faculty, student, or public) comment. The focused site visit is usually conducted by one or two individuals, one of whom served on the original comprehensive site visit team. The college is

requested to provide information regarding the concerns prompting the site visit; the COE will assign an accreditation status based upon evaluation of compliance with the standards.

Visits to foreign veterinary colleges may require slight alterations in several areas of standard operating procedure, but not in interpreting the standards.

Selecting Site Team Members

The site team selection process for US colleges is used (*see* Section 11.3), with the following exception:

The geographically closest, appropriate veterinary licensing body or association (state, district, regional, national, or other) is asked to appoint two members in good standing to the COE site visit team. The representatives appointed must have no conflict of interest with the college, and must verify this fact by signing the AVMA Conflict of Interest Statement for Site Team Members. The individuals selected must speak fluent English. The individuals will be afforded the same responsibilities and rights as the state veterinary medical association representative serving on a US site team.

Accredited Graduates

Students enrolled in and completing the professional program in an AVMA COE accredited foreign veterinary college will be considered graduates of an accredited college if they graduate after the date of the site visit resulting in accreditation status. Persons receiving a diploma, certification, qualification, or other designated degree prior to the date of the site visit resulting in AVMA COE accreditation will not be considered graduates of an AVMA COE accredited college.

Students enrolled in accredited schools/colleges/faculties of veterinary medicine may or may not be permitted to transfer to another AVMA COE accredited program. Transfers are at the discretion of each institution. Many of the foreign accredited programs follow the European system of education (five years post-secondary education [high school]) that results in a Bachelors degree in veterinary science (medicine). US/Canadian systems require several years of “preveterinary” education (many enrolled students already have a Bachelor’s or higher degree upon admission) where humanities, sciences, languages, mathematics, and animal sciences are taught. The degree awarded by US/Canadian schools/colleges is the DVM (or equivalent). Further, the curriculum of each US/Canadian school/college varies widely, from traditional didactic delivery to all problem-based learning. These modes of delivery also will affect the ability for student transfer. The Council encourages transferability, but leaves the matter to each institution.

Communications

Each AVMA COE accredited foreign veterinary college is required to provide an annual report to the AVMA COE. This report is used to assess its progress and to identify major changes in the college or its support units regarding the standards.

All correspondence and conversation with the AVMA, including the self-study document, must be in English. If any portion of the veterinary educational program is conducted in a language other than English, the AVMA COE may employ a translator of its choosing. The cost of the translation will be charged to the college.

In summary, all matters pertaining to accreditation of foreign veterinary colleges are presented in the *Accreditation Policies and Procedures of the AVMA Council on Education* manual. This document is adhered to as the COE assesses the progress of the college in meeting the standards.

6.4.5. Fees for Foreign Veterinary Colleges

All costs for site visits are paid by the college seeking accreditation or continuation of such status. The charges include costs associated with the visit, and a fee to cover AVMA administrative expenses. The cost associated with the time commitment of site team members is not assessed. Prior to the site visit, the college is invoiced for the fee; assurance that all costs will be paid by the college is requested. The

payment must be received (in US dollars) 60 days prior to the site visit. The following fees in US dollars are levied to reimburse AVMA administrative expenses:

- Consultative site visit – \$10,000
- Consultation with an accredited college – \$2,000
- Comprehensive site visit – \$15,000
- Focused site visit – \$2,750
- Review of the annual report – \$1,000

The fees represent recovery of the actual cost to the AVMA, including charges for personnel, office space, communication, materials and supplies, and business office support. Sixty days before arrangements are made for any visit or consideration of the annual report to evaluate the accreditation status of the college, the applicable fee must be paid in full, and the college requesting the visit must confirm in writing its commitment to pay all associated costs for the site visit team.

Failure to pay any fee indicates a desire to discontinue the accreditation process. If payment is not received within 60 days of the time indicated, the process will be discontinued and accreditation status withdrawn.

The administrative fees are reviewed annually and subject to change based upon the rate of US inflation and/or other factors.

7. REQUIREMENTS OF AN ACCREDITED COLLEGE OF VETERINARY MEDICINE

The Standards of Accreditation

7.1. Standard 1, Organization

The college must develop and follow its mission statement.

An accredited college of veterinary medicine must be a part of an institution of higher learning accredited by an organization recognized for that purpose by its country's government. A college may be accredited only when it is a major academic administrative division of the parent institution and is afforded the same recognition, status, and autonomy as other professional colleges in that institution.

The chief executive officer or dean must be a veterinarian, and the officer(s) responsible for the professional, ethical, and academic affairs of the veterinary medical teaching hospital must also be (a) veterinarian(s).

There must be sufficient administrative staff to adequately manage the affairs of the college as appropriate to the enrollment and operation.

7.2. Standard 2, Finances

Finances must be adequate to sustain the educational programs and mission of the college.

Colleges with non DVM undergraduate degree programs must clearly report finances (expenditures and revenues) specific to those programs separately from finances (expenditures and revenues dedicated to all other educational programs).

Clinical services, field services, and teaching hospitals must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations.

7.3. Standard 3, Physical Facilities and Equipment

All aspects of the physical facilities must provide an appropriate learning environment. Classrooms, teaching laboratories, teaching hospitals, which may include but are not limited to ambulatory/field services vehicles, seminar rooms, and other teaching spaces shall be clean, maintained in good repair, and adequate in number, size, and equipment for the instructional purposes intended and the number of students enrolled.

Administrative and faculty offices, and research laboratories must be sufficient for the needs of the faculty and staff.

An accredited college must maintain an on-campus veterinary teaching hospital(s), or have formal affiliation with one or more off-campus veterinary hospitals used for teaching. Appropriate diagnostic and therapeutic service components, including but not limited to pharmacy, diagnostic imaging, diagnostic support services, dedicated isolation facilities, intensive/critical care, ambulatory/field service vehicles, and necropsy facilities must be provided to support the teaching hospital(s) or facilities with operational policies and procedures posted in appropriate places.

Facilities for the housing of animals used for teaching and research shall be sufficient in number, properly constructed, and maintained in a manner consistent with accepted animal welfare standards. Adequate teaching, laboratory, research, and clinical equipment must be available for examination, diagnosis, and treatment of all animals used by the college. Safety of personnel and animals must be assured.

7.4. Standard 4, Clinical Resources

Normal and diseased animals of various domestic and exotic species must be available for instructional purposes, either as clinical patients or provided by the institution. While precise numbers are not specified, in-hospital patients and outpatients including field service/ambulatory and herd health/production medicine programs are required to provide the necessary quantity and quality of clinical instruction.

It is essential that a diverse and sufficient number of surgical and medical patients be available during an on-campus clinical activity for the students' clinical educational experience. Experience can include exposure to clinical education at off-campus sites, provided the college reviews these clinical experiences and educational outcomes. Further, such clinical experiences should occur in a setting that provides access to subject matter experts, reference resources, modern and complete clinical laboratories, advanced diagnostic instrumentation and ready confirmation (including necropsy). Such examples could include a contractual arrangement with nearby practitioners who serve as adjunct faculty members and off-campus field practice centers. The teaching hospital(s) shall provide nursing care and instruction in nursing procedures. A supervised field service and/or ambulatory program must be maintained in which students are offered multiple opportunities to obtain clinical experience under field conditions. Under all situations students must be active participants in the workup of the patient, including physical diagnosis and diagnostic problem oriented decision making.

Medical records must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research, and service programs of the college.

7.5. Standard 5, Library and Information Resources

Libraries and information retrievals are essential to veterinary medical education, research, public service, and continuing education. Timely access to information resources, whether through print, electronic media, or other means, must be available to students and faculty. The library shall be administered by a qualified librarian. The college shall have access to the human and physical resources necessary for development of instructional materials.

7.6. Standard 6, Students

The number of professional degree students, DVM or equivalent, must be consistent with the resources and the mission of the college.

Colleges should establish post-DVM/VMD programs such as internships, residencies and advanced degrees (e.g., MS, PhD), that complement and strengthen the professional program.

Student support services must be available within the college or university.

In relationship to enrollment, the colleges must provide accurate information for all advertisements regarding the educational program by providing clear and current information for prospective students. Further, printed catalog or electronic information must state the purpose and goals of the program, provide admission requirements and procedures, state degree requirements, present faculty descriptions, clearly state information on tuition and fees along with procedures for withdrawal, give necessary information for financial aid programs, and provide an accurate academic calendar. The information will include national and state requirements for licensure.

Each accredited college must provide a mechanism for students, anonymously if they wish, to offer suggestions, comments, and complaints regarding compliance of the college with the Standards of Accreditation. These materials shall be made available to the Council annually.

7.7. Standard 7, Admission

The college shall have a well defined and officially stated admissions policy. The policy shall provide for an Admissions Committee, a majority of whom shall be full-time faculty members. The Committee shall make recommendations regarding the students to be admitted to the professional curriculum upon consideration of applications of candidates who meet the academic and other requirements as defined in the college's formal admission policy.

Subjects for admission shall include those courses prerequisite to the professional program in veterinary medicine, as well as courses that contribute to a broad general education. The goal of preveterinary education shall be to provide a broad base upon which professional education may be built, leading to lifelong learning with continued professional and personal development.

Factors other than academic achievement must be considered for admission criteria.

7.8. Standard 8, Faculty

Faculty numbers and qualifications must be sufficient to deliver the educational program and fulfill the mission of the college. Participation in scholarly activities is an important criterion in evaluating the faculty and the college. The college shall give evidence that it utilizes a well-defined and comprehensive program for the evaluation of professional growth, development, and scholarly activities of the faculty.

Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the faculty. Part-time faculty, residents, and graduate students may supplement the teaching efforts of the full-time permanent faculty if appropriately integrated into the instructional program.

7.9. Standard 9, Curriculum

The curriculum shall extend over a period equivalent to a minimum of four academic years, including a minimum of one academic year of hands-on clinical education. The curriculum and educational process should initiate and promote lifelong learning in each professional degree candidate.

The curriculum in veterinary medicine is the purview of the faculty of each college, but must be managed centrally based upon the mission and resources of the college. There must be sufficient flexibility in curriculum planning and management to facilitate timely revisions in response to emerging issues, and

advancements in knowledge and technology. The curriculum as a whole must be regularly reviewed and managed by a college curriculum committee. The majority of the members of the curriculum committee must be full-time faculty. Curriculum evaluations should include the gathering of sufficient qualitative and quantitative information to ensure the curriculum content provides current concepts and principles as well as instructional quality and effectiveness.

The curriculum shall provide:

- a. an understanding of the central biological principles and mechanisms that underlie animal health and disease from the molecular and cellular level to organismal and population manifestations.
- b. scientific, discipline-based instruction in an orderly and concise manner so that students gain an understanding of normal function, homeostasis, pathophysiology, mechanisms of health/disease, and the natural history and manifestations of important animal diseases, both domestic and foreign.
- c. instruction in both the theory and practice of medicine and surgery applicable to a broad range of species. The instruction must include principles and hands-on experiences in physical and laboratory diagnostic methods and interpretation (including diagnostic imaging, diagnostic pathology, and necropsy), disease prevention, biosecurity, therapeutic intervention (including surgery), and patient management and care (including intensive care, emergency medicine and isolation procedures) involving clinical diseases of individual animals and populations. Instruction should emphasize problem solving that results in making and applying medical judgments.
- d. instruction in the principles of epidemiology, zoonoses, food safety, the interrelationship of animals and the environment, and the contribution of the veterinarian to the overall public and professional healthcare teams.
- e. opportunities for students to learn how to acquire information from clients (e.g. history) and about patients (e.g. medical records), to obtain, store and retrieve such information, and to communicate effectively with clients and colleagues.
- f. opportunities throughout the curriculum for students to gain an understanding of professional ethics, delivery of professional services to the public, personal and business finance and management skills; and gain an understanding of the breadth of veterinary medicine, career opportunities and other information about the profession.
- g. knowledge, skills, values, attitudes, aptitudes and behaviors necessary to address responsibly the health and well being of animals in the context of ever-changing societal expectations.
- h. fair and equitable assessment of student progress. The grading system for the college must be relevant and applied to all students in a fair and uniform manner.

7.10. Standard 10, Research Programs

The college must demonstrate substantial research activities of high quality that integrate with and strengthen the professional program.

7.11. Standard 11, Outcomes Assessment

Outcomes of the DVM program must be measured, analyzed, and considered to improve the program. Student achievement during the pre-clinical and clinical curriculum and after graduation must be included in outcome assessment. New graduates must have the basic scientific knowledge, skills, and values to provide entry-level health care, independently, at the time of graduation.

The school/college must develop relevant measures and provide evidence that graduating students have attained the following competencies:

1. comprehensive patient diagnosis (problem solving skills), appropriate use of clinical laboratory testing, and record management
2. comprehensive treatment planning including patient referral when indicated
3. anesthesia and pain management, patient welfare
4. basic surgery skills, experience, and case management
5. basic medicine skills, experience and case management
6. emergency and intensive care case management
7. health promotion, disease prevention/biosecurity, zoonosis, and food safety
8. client communications and ethical conduct
9. critical analysis of new information and research findings relevant to veterinary medicine.

8. OFF-CAMPUS AND DISTRIBUTIVE SITES

8.1. Off-campus Clinical Education Sites for Colleges with Teaching Hospitals

- a. An off-campus site where a specific educational objective is offered.
- b. The site is externally located from the main campus and is (usually) not administratively associated with the degree granting institution.
- c. Professional staff providing education might not be employees of the degree granting institution but may be receiving remuneration as a contractor, fee-for-service provider, etc. for time/effort devoted to the educational program.
- d. The off-campus site must be reviewed to ensure that the educational program is being delivered appropriately.
- e. There must be a written description of the educational objectives expected to be achieved at the site and a mechanism for assessing the success of the educational process, i.e. proof that educational objectives are being met.
- f. These guidelines do not apply to off-campus educational experiences that are attended sporadically by individual students to augment their on-campus education.

8.2. COE Guidelines for Implementation of a Distributive Veterinary Clinical Education Model

- a. The clinical sites selected by a college to serve in a distributive clinical educational model should receive appropriate financial remuneration per student from the college in order to help ensure that students receive on-site supervised clinical instruction, with formal written contract of expectations.
- b. The college must prepare and distribute appropriate materials for clinical site educators that detail objectives of the program, expectations of the site coordinators, clinical site educator training materials, instructions concerning the format the college wants used to evaluate student performance and provide feedback to students on progress/deficiencies associated with site experience.
- c. Additionally the college must provide to the students, and clinical site educators alike, the expectations of the college for student safety and security while the student is on site.
- d. Distributed clinical sites must be selected on the basis of specific criteria and identified for instruction in precise disciplines (defined by the college) such as, but not limited to: Food Animal/Equine/Small Animal Medicine; Food Animal/Equine/Small Animal Surgery or Food Animal or Equine or Small Animal Medicine and Surgery; Dermatology, Imaging (radiology, etc.), Neurology, Cardiology, Critical Care Emergency Medicine, etc.

- e. For distributed clinical sites the college must take steps to ensure that the educational objectives and anticipated outcomes are thoroughly promulgated and understood by students and clinical site coordinators alike.
- f. The college must designate to the COE what clinical sites are considered as primary instructional sites as defined by Standard 9 (c) and these will be considered by COE as core instructional sites. These sites must be in compliance with AVMA-COE Standards.
- g. The college must document/assess that students and educators clearly understand how evaluation and grading practices will be conducted at each clinical site including clinical competencies.
- h. Veterinarians must be licensed and technicians should be certified, licensed, or registered as appropriate to that jurisdiction.
- i. The college must document that students are fully informed concerning their ability to report any and all safety, physical, and emotional concerns to the college.
- j. The college must put in place a system to regularly monitor/supervise the instructional activities at each clinical site and report this system with any subsequent changes and outcomes to the COE.
- k. Each clinical site educator must abide by a process devised by the college to provide a written evaluation of the performance of each student.
- l. Students must provide the college with an evaluation of each site (after the respective rotation) including an evaluation of teaching at the site and the student's opportunity to perform hands-on procedures at the site. The college must summarize this information for the COE.
- m. The COE may inspect clinical sites at any time students are present; these inspections, including travel and per diem costs, will be at the expense of the college.
- n. The college must put in place a system to measure and document clinical competencies outcomes at clinical sites as specified by the COE (*see* Section 12.11.3) to assess clinical sites.

9. REQUIRED REPORTS FROM COLLEGES

9.1. Reports of Substantive Change¹

The COE must be notified and the college receive approval by the Council of any of the following substantive changes in the program:

- Any change in the established mission or objective of the college.
- Any change in the legal status, form of control, or ownership of the college.
- The addition of courses or programs that represent a significant departure, in either content or method of delivery, from those that were offered when the COE last evaluated the institution.
- A change in the clock hours (student contact hours) to credit hours ratio.
- A substantial change in the number of clock hours (student contact hours) or credit hours awarded for successful completion of the program.
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 25 percent of the entire professional program.
- The establishment of an additional location geographically apart from the main campus at which the institution offers an educational experience in which 25 percent or more of any class is enrolled.
- An anticipated enrollment change of 10 percent or more students.

¹ Adapted and modified from USDE regulations

Approval of substantive changes is at the discretion of the COE based upon the information received and continued compliance with the standards. A site visit may be required to verify the reported substantive changes.

9.2. Interim Reports

The Council requires an annual interim report from each accredited college except when a site visit has been conducted less than six months previously, or when a site visit is planned to occur in the first six months of the ensuing year. The interim report should describe any recent or anticipated changes and the ways in which previous Council recommendations have been met. When an accredited college contemplates fundamental changes in administration, organization, association with the parent institution, curriculum, faculty, increased enrollment, instructional program, or stated objectives, the Council should be given an opportunity to review the proposed change prior to adoption. Student suggestions, comments, and complaints regarding the college's compliance to the Standards of Accreditation must accompany the interim report.

Individual members of the Council are assigned a specific report(s) for an in-depth review and are required to prepare a draft written summary of the findings. The assigned individual leads Council discussion of the report and his/her summary (included in the COE meeting agenda), and makes a recommendation on the accreditation status of the college. When all issues arising from the annual report have been discussed, the Council votes (a majority is required) on extending the current accreditation status or taking an adverse action to lower the status. If the Council votes to extend the accreditation status, with or without comment, staff will notify the college in writing. Comments, however, are included in the transmission letter when appropriate. If the Council notes deficiencies that may result in an adverse accreditation action, the Council will defer the accreditation action and will provide the college with an opportunity to respond in writing pursuant to Policy 10.6 of this manual. If the Council lowers the accreditation status after the college has had the opportunity to respond under Policy 10.6, then the college will be reminded of the appeal process.

Please note that the COE understands that some data are not collected annually, but summaries of those results should be reported when they become available. Evidence for the requested delineators should be collected no less than two to three times during the seven-year accreditation cycle.

9.3. Self-Study Reports

The Council evaluates each college of veterinary medicine in terms of the degree with which it meets its own stated objectives and the established criteria for accreditation. To maintain accreditation, veterinary colleges must provide an extensive self-evaluation and arrange for a site visit at intervals of not more than seven years. More frequent site visits are scheduled for colleges with limited accreditation. The Council reserves the right to schedule site visits on a more frequent basis, if information of concern is provided in an annual report, or in response to complaints, or for a developing college still under a reasonable assurance designation.

The Council expects that every college of veterinary medicine engage in ongoing evaluation of all elements of the educational programs as they relate to the Standards. The self-evaluation report is a summary of the current state of regular self-evaluation.

Administrators, faculty, students and alumni of the college are best qualified to identify the strengths and weaknesses of the college, and should be consulted in preparation of the self-study. Committees composed of the above groups should be established by the administration for the purpose of composing the self-study. Department input should be included in the self-study, but not as a separate section of the document. As an outside group, the Council gains its best perception of a college through the eyes of those most intimately involved.

The Self-Study Report is the single most important document of the accreditation process and serves as the principal element of evidence that the program and resources of the college comply with the Standards of Accreditation. Each site team member is provided a copy of the self-study, and it is made available to all interested Council members. The accreditation site visit serves to clarify and verify that the self-study is a true reflection of the conditions of the college.

The Council is seeking evidence-based documentation indicating that the college complies with each Standard. The Council broadly evaluates student outcomes that address technical knowledge and skills and life skills (for example, problem solving, communication, business and personal finance, etc.). Thus the system of self-evaluation used by each college must include these outcomes.

Specific compliance with each standard is judged by the Council based upon the adequacy/quality of the professional education program as documents in the self-study and site visit. Programs that do not have, or have unacceptable program elements addressed by the standards will be cited for lack of compliance with that specific standard.

9.4. Reporting to the Community

In carrying out its responsibility to the veterinary profession and the public, the COE announces accreditation decisions to the educational institutions, veterinary community, and the public.

Within 24 hours of the final decision regarding the accreditation status of a college, or an adverse action brought against a college, the COE will notify the public and State licensing authorities of its decision via the AVMA website. The COE will also provide a brief summary of any findings made in conjunction with a final accreditation action, together with the official comments of the affected college, or evidence that the college was provided the opportunity to comment.

The COE will also notify the appropriate State and other accrediting agencies of its withdrawal of accreditation or provisional accreditation from a college under that agencies specific domain. Further, within 30 days of receiving notification, the COE will inform the public through the AVMA website, or other means, if a program withdraws voluntarily from accreditation or preaccreditation; or if a program lets its accreditation or preaccreditation lapse.

Information related to currently accredited veterinary medical colleges and schools, the accreditation status, and the date of the next accreditation or preaccreditation site visit is published annually in the AVMA House of Delegates Report and on the AVMA website (at www.avma.org) in the public access area. The COE does not provide the AVMA with non-public information regarding accreditation decisions, except to the extent such information constitutes privileged legal information.

When the accreditation decision is finalized, each college of veterinary medicine must notify the public of its performance in educating veterinarians by posting on its website 1) the accreditor (AVMA COE), accreditation status of the college, and the date of the next site visit; 2) an explanation of the reasons for non-compliance if limited accreditation has been assigned and the college must provide an evaluation of the impact of non-compliance on the enrolled students; 3) the NAVLE pass rate for the college compared to the pass rate required by the COE standard for Outcomes Assessment (currently 80%); and 4) any other outcomes information that the college feels would educate the public regarding the quality of education at the specific institution. Information released to the public must be readily accessible. The information released to the public must be sent to the COE for verification in the annual report of each college.

10. ACCREDITATION CLASSIFICATIONS

The final evaluation of each college by the Council is determined by review of its total educational program, considering each college's stated objectives and the "Standards of an Accredited College of Veterinary Medicine." A college may appeal any Council on Education decision that results in lowered accreditation status by following the "Appeals of Adverse Accreditation Decisions" procedures (Section 10.11). Each of the classifications defined below (Provisional Accreditation, Full Accreditation, Limited Accreditation, and Terminal Accreditation) provides an accredited status to the college. Accreditation decisions of the Council are not reviewed by any other AVMA entity.

The Report of Evaluation identifies deficiencies in programs that do not meet the Standards or are not in substantial compliance with each Standard. With respect to the "standard requirements," each college evaluated by the Council

may be issued a Letter of Reasonable Assurance or assigned to accreditation status (10.2-10.5) according to the following guidelines.

10.1. Reasonable Assurance – Reasonable Assurance is the classification granted to an institution seeking initial accreditation. Reasonable Assurance is not a preaccreditation action by the Council and does not confer accreditation of any kind on a developing college. A letter may be granted to an educational institution indicating that there is reasonable assurance of future accreditation of a developing college of veterinary medicine in the US or Canada, if such a college is established according to plans presented to the Council, and if these plans demonstrate intent and a realistic plan to comply with the Standards of Accreditation. Reasonable Assurance may lead to Provisional Accreditation. Reasonable Assurance may be renewed annually by the Council for a maximum of three years based on progress documented in writing twice a year (July and January). If a developing institution granted Reasonable Assurance fails to continue to demonstrate that its plan to develop its program will comply with the Standards, or if the program significantly changes its plan without notifying the Council, the Council may withdraw the classification of Reasonable Assurance.

10.2. Provisional Accreditation – A US or Canadian college granted Reasonable Assurance which is still in effect, will be granted Provisional Accreditation status on the date the initial class is admitted. The college must provide evidence to assure future compliance with each Standard. The semiannual reports must provide that evidence, and the Council may request additional information and documentation. Additional evidence is collected and evaluated through site visits. Provisional Accreditation status may be granted for no more than five years. If a developing program has been assigned Provisional Accreditation but does not provide continuing evidence that its program will comply with the Standards and its plan, or if it has been on Provisional Accreditation status for five years, it may be placed on Terminal Accreditation and be required to follow the procedures outlined for that accreditation, thereby protecting the interests of enrolled students.

10.3. Full Accreditation – An accreditation status granted to a college that complies with the Standards of Accreditation. Colleges which meet all the Standards are granted Full Accreditation for a period of no more than seven years contingent upon satisfactory review by the Council of each annual report. A college which is in compliance with all but one or two Standards and the Council is convinced that student outcomes are minimally affected is assigned substantial compliance and more frequent reporting may be required. Deficiencies of programs granted Full Accreditation with substantial compliance are clearly identified in the Council's evaluation. A college assigned Full Accreditation with substantial compliance must correct noted deficiencies and be in full compliance with all Standards within a specified time not to exceed two years, depending on the deficiencies cited. A progress report is required annually for colleges assigned full accreditation, or more often for colleges assigned Full Accreditation with substantial compliance should the Council determine that more frequent reporting is necessary.

Areas of full compliance which are nonetheless deemed to be fragile (i.e., at risk of failing in the future to meet the Standard given trends in finances, personnel, or aging physical plant) are identified as "At Risk" by the COE. The institution is instructed to specifically address these areas in their annual report. Only potential deficiencies that are expected to impact the educational outcomes are placed in this category. Upon submission and review of the annual report, the COE will closely assess the areas previously designated "At Risk" and follow the procedures in Section 9.2.

10.4. Limited Accreditation¹ – An accreditation status granted to a college that has specific deficiencies in one or more Standards that affect student outcomes or safety. The deficiencies are considered of a nature that they can be corrected in a reasonable length of time that must not exceed two years. Prior to expiration of this prescribed period, the Council may either review the annual report(s), request that an institutional representative appear before the Council, or conduct a comprehensive or focused site visit to determine if the deficiencies have been corrected.

¹ In a Report of Evaluation, those recommendations pertaining to a specific Standard that specifically address a lowered accreditation status, deny a Letter of Reasonable Assurance, or not a condition resulting in substantial compliance are clearly identified. All other recommendations are made to improve the educational quality of the program being evaluated.

If at the end of the two-year period, deficiencies have been corrected and there is evidence to support full compliance, the college may be granted Full Accreditation for the remainder of the accreditation cycle, as determined by the COE. Conversely, if at the end of the two-year time period the college can provide reasons that must be acceptable by the Council for its inability to comply with all the Standards, the Council may, by majority vote, extend Limited Accreditation for good cause. Interim measures must be taken to ensure education of DVM students. If the reasons for noncompliance do not have merit, the Council must take immediate action to place the college on Terminal Accreditation.

10.4.1. Procedures for Colleges with the Classification of Limited Accreditation

The Dean of the college and the President of the university are notified immediately in writing of the classification status and the reasons therefore. Not later than 30 days after the date of receipt of the final report, the college may initiate appeal proceedings as described in the *Accreditation Policies and Procedures of the AVMA Council on Education* manual (Section 10.11). Within one year after the assignment of Limited Accreditation, the college will submit a detailed sequential plan and timetable for action to be taken to meet the requirements for full accreditation. In January of each year that the college has limited accreditation status, the college will report in detail to the COE the progress made toward correcting the deficiencies cited by the Council, and how the schedule is being followed or changed.

During the period of limited accreditation, the Council may appoint a team to visit the college to report on the progress toward full accreditation. When time is necessary to correct deficiencies (construction or major renovation of physical facilities), and if the college has presented evidence that it is making acceptable progress toward full accreditation at the end of two years, limited accreditation may be extended for good cause.

At the end of an assigned period of limited accreditation, or earlier at the invitation of the college, the Council will conduct a comprehensive site visit, a focused site visit, or determine that no site visit is necessary to determine the compliance of the college with the standard in question. On the basis of this evaluation the Council must:

- Award Full Accreditation
- Continue Limited Accreditation, or
- Assign Terminal Accreditation, or
- Withdraw accreditation (for accredited foreign colleges)

10.5. Terminal Accreditation – In addition to the circumstances noted above which may result in a program being placed on Terminal Accreditation or if a program voluntarily closes, the Council may revoke accreditation, when evidence indicates that the number or severity of deficiencies in the program with regards to complying with each of the accreditation Standards cannot be corrected before the admission of the next first-year class. “**Procedures for Colleges with the Classification of Terminal Accreditation**” must be followed to protect the interests of enrolled students.

10.5.1. Procedures for Colleges with the Classification of Terminal Accreditation

This classification of terminal accreditation is intended to protect enrolled students from the disadvantage of graduating from a non-accredited college and may continue no longer than necessary to protect the educational interests of such students. The dean of the college and the president of the university are notified immediately in writing of the classification status and the reasons therefore. Not later than 30 days after the date of receipt of the final report, the college may initiate appeal proceedings as described in the *Accreditation Policies and Procedures of the AVMA Council on Education* manual (Section 10.11). During the first six months after the assignment of terminal accreditation, the college will submit a detailed plan describing how it will ensure that the educational interests of currently enrolled students will be met. In January of each year that the college holds terminal accreditation status, the college will provide a detailed report to the Council on Education describing how the plan is being followed and how it has been altered with respect to students who entered when the program held full or limited accreditation status.

To maintain terminal accreditation status, the college must: immediately cease enrollment of additional students; commit adequate resources to complete the education of currently enrolled students; ensure that deficiencies cited do not worsen. During a period of terminal accreditation, representatives from the COE

will visit the college annually and report on whether the college is meeting the conditions for terminal accreditation as stated above. The COE visit report and information furnished in writing by the college will be considered by the Council to determine if terminal accreditation should continue. Following a period of terminal accreditation, the classification of accreditation withheld will be assigned.

10.6. Accreditation Outcomes

The full Council utilizes the self-study, site visit findings, and the Report of Evaluation to determine the appropriateness of granting Reasonable Assurance, Provisional Accreditation, Full Accreditation, Limited Accreditation, or Terminal Accreditation status. Decisions on accreditation or reasonable assurance evaluations for site visits that occurred less than 90 days prior to the next scheduled COE meeting will usually be deferred to the following meeting. The COE meets twice annually.

Council members read and review draft reports of evaluation (provided in the COE meeting agenda) for each college being considered for accreditation and come to the meetings prepared to discuss the findings of the site team and/or seek additional information necessary to evaluate that college. A Council member who has a conflict of interest with the college under consideration absents himself/herself from the room during discussion and voting that leads to accreditation actions. A copy of the self-study for each college under consideration is provided at the meeting. The chair of the site team, or his/her designee, presents an accurate summary of the draft report of evaluation, leads discussion, and provides the recommendation of the site team for each Standard. Each Standard is presented and discussed separately, followed by a recommendation from the site team chair regarding the college's compliance with that standard. COE members then vote on that recommendation. After compliance with all Standards has been approved/disapproved, an individual voting in the majority regarding a specific standard may propose a motion for reconsideration of that Standard based on substantive reason(s). The Council may reconsider that Standard with additional discussion and confirm its decision or, with supporting evidence, reverse its decision. When Standard 11, Outcomes Assessment, is considered, the Council votes to approve or disapprove the college's performance in advancing student achievement.

At the conclusion of review of all the standards and upon recommendation of the site team chair, the accreditation status and the assigned length of time for that status is determined by a vote of the Council, unless the Council notes deficiencies which may result in an adverse action. If substantial compliance with a Standard(s) is assigned, the Council proposes a remedy for the deficiency and sets a time line for the college to come into compliance. Special notation is made in the recommendation section of the final report of evaluation when a college is in substantial compliance or noncompliance with a Standard(s). Other recommendations are suggestions for improvement of the educational program.

When the Council notes deficiencies which may result in an adverse accreditation action, it will defer the accreditation decision, give written notice to the college of each deficiency and recommendation, and provide the college with an opportunity to respond in writing. The college's response must only include documentation, data, or other information relevant to the deficiencies identified by the Council that may result in an adverse accreditation action. The college must notify the Council of its intent to respond within fifteen (15) days after receipt of the draft report of evaluation and file its response with the Council within thirty (30) days after receipt of the draft report of evaluation. An adverse accreditation action is defined as withholding initial or renewed accreditation, or denial of a request for change in accreditation status, denial of a reasonable assurance status, or assignment of limited or terminal accreditation.

If the Council notes deficiencies regarding Standard 2, Finances, that may result in an adverse accreditation action, the college may submit new financial information only if the following conditions are met:

1. The financial information was unavailable to the college until after the Council made the adverse findings regarding the college's finances; and
2. The financial information is significant and bears materially on the financial deficiencies identified by the Council, *i.e.*, the information is of such a nature that if found to be credible it could result in the finding that Standard 2, Finances, is now met; and
3. The only remaining deficiency cited by the Council on the college's failure to meet Standard 2, Finances.

An affected college may seek the review of new financial information as described in this section only once per accreditation cycle and any determination by the Council made with respect to that review does not provide a basis for an appeal.

The Council will consider the written response and documentation sent by the college within 30 days of receipt. The Council reserves the right to conduct a focused site visit, as needed to validate information submitted for reconsideration. Should accreditation status be lowered, or a Letter of Reasonable Assurance denied, or another adverse accreditation action taken for a specific college, the college is notified in writing of the reasons for the action and reminded of the appeal process. Immediately following the action of the Council, the chair notifies the dean via telephone of the accreditation or reasonable assurance decision of the Council. Within 30 days after action of the Council, staff prepares a letter for the dean of the college and the president of the parent institution that accompanies the report of evaluation conveying the accreditation status, length of time a given status is assigned, and any special instructions (for example, substantial compliance instructions). A formal statement of classification or reasonable assurance decision, signed by the Chair of the Council, accompanies the letter and the report.

After the opportunities to respond in writing or appeal have passed or the processes completed, the action of the Council is considered final and a final report of evaluation is prepared, including recommendations and a classification of accreditation or reasonable assurance. Copies of the final report are sent to the dean of the college, the chief executive officer of the institution, the Royal College of Veterinary Surgeons (RCVS), and the Canadian Veterinary Medical Association (CVMA). The officials of the college and the institution are authorized to disseminate all or part of the content of the report at their discretion. An institution must publicly disclose its accreditation accurately; including the specific academic program covered by that status, and specify that the AVMA COE, the accrediting agency, is located at 1931 North Meacham Road, Suite 100, Schaumburg, IL 60173 (phone 847-925-8070). Any incorrect or misleading information regarding preaccreditation or accreditation released by the institution will be corrected by the COE. These corrections include, but are not limited to 1) the accreditation or preaccreditation status, 2) content of reports of on-site visits, and 3) the accreditation or preaccreditation action by the COE with respect to the program. The content of the report is not available from AVMA, CVMA, RCVS, Council members, or the site visit team. Except under the conditions cited above, all findings, the self-study, correspondence, recommendations, and related information and documentation of the site visit and the evaluation are confidential to the Council and will not be publicly disclosed.

The AVMA publishes the final accreditation or reasonable assurance classification of the college and the dates of the last and next evaluation of the college. All requests for details of the report are referred to the dean or the university president.

10.7. Reviews and Return Visits

The Council reviews annual reports from colleges in the same manner as the comprehensive site visit report. Based on the annual report, the Council determines any subsequent action it shall take. The Council may request a report of additional progress and/or an appearance by an institutional representative before the Council. Focused site visits are conducted at an institution when it is necessary for the Council to review information about the program than can be obtained or documented only on site, or when items designated “At Risk” have not been adequately addressed in the annual report and the COE deems a site visit necessary to ensure educational outcomes. A special site visit may be focused, limited to specific standards, or comprehensive.

A focused site visit is conducted during the interim between complete evaluation and site visits in response to:

- i. Questions or inconsistencies noted in the annual report.
- ii. Noted deficiencies in one or more standards identified at the time of the most recent complete site visit wherein the college informs the Council that such deficiencies have been addressed, and verification is necessary for continued accreditation.
- iii. Confirmed information (evidence) received from third party (public, student, faculty, or others) concerning noncompliance with a standard requirement.

The focused site visit member (team) shall:

- i. Consist of at least one COE member who served on the most recent site visit team which made the accreditation recommendation, and one Canadian representative. The member (team) will be appointed by the COE Chair with the concurrence of the Chair of the Committee on Evaluation. Support staff from the AVMA Education and Research Division may accompany the member (team).
- ii. Establish a date for the visit which is agreeable to all parties.
- iii. Address only those standards found deficient or noncompliant during the original visit.
- iv. Prepare a report addressing how the deficiencies in the standard have been corrected, and make a recommendation to the COE at its next scheduled meeting regarding the accreditation status of the college.

Based upon the outcomes of the focused site visit, the COE could recommend:

- i. No change in status.
- ii. Extension of accreditation for the full time allowed.
- iii. A change in the accreditation status.
- iv. A comprehensive site visit.

10.8. Adverse Outcomes

The Council is aware of the consequences of lowering accreditation status, including loss of accreditation or denial of reasonable assurance status, and considers these matters seriously. However, there are situations wherein the college that is noncompliant could harm students enrolled in the program and/or the public. Each situation which could result in adverse action by the Council will be considered individually.

Adverse action will be taken against a college that: fails to meet the standards for accreditation, and serious weaknesses and deficiencies exist and are identified during the visit; or fails to meet the Standards of Accreditation and the weaknesses and deficiencies are so encompassing or major that it appears the college will be unable to correct the deficiencies prior to admission of the next first-year class.

10.9. Withholding Accreditation

The COE will not renew the accreditation of any college that:

- Is subject to an interim action by a State agency potentially leading to suspension, revocation, or termination of the institution's accreditation.
- Is subject to an interim action by a State agency potentially leading to suspension, revocation, or termination of the institution's legal authority to provide postsecondary education.
- Has been notified of a threatened loss of accreditation wherein due process has not been completed.
- Has been notified of a threatened suspension, revocation, or termination by the State of the institution's legal authority to provide postsecondary education, and due process has not been completed.

10.10. Reevaluation

A college may request a reevaluation at any time for reasons of reclassification. The request should justify the reasons for requesting a different classification. A current self-evaluation, or an updated report of a self-evaluation less than two years old, must be submitted approximately six weeks before the date of a site visit. The report should indicate the changes that have occurred since the previous evaluation with particular reference to the recommendations previously made. When there appears to be reasonable probability that the classification can be changed, the Council will make every effort to implement a new evaluation, but in no case less than one year after a previous evaluation (the meeting at which the Council made the relevant decision).

The Council is receptive to a request by any college to be evaluated for reaccreditation at less than the maximum established interval for any reason, such as the coordination of self-evaluation reports and site visits required by other agencies. Such requests are honored according to the ability of the Council in consideration of its prior commitments to other colleges.

10.11. Appeals of Adverse Outcomes

The action of the Council on Education is final with respect to the accreditation or reasonable assurance classification assigned to a college of veterinary medicine, except that any adverse decision may be appealed by the affected college. An adverse decision on accreditation or reasonable assurance is defined as withholding

initial or renewed accreditation; or denial of a request for change in accreditation status; or denial of a reasonable assurance; or assignment of limited or terminal accreditation. When an adverse accreditation or reasonable assurance decision is made by the Council, the college is informed in writing of the decision and the reasons for such decision, and reminded of the right to appeal.

In the event of an adverse decision by the COE, the affected college may appeal the decision on the grounds that that Council 1) *has ruled erroneously by disregarding established AVMA criteria for accreditation*, 2) *failed to follow its stated procedures*, or 3) *failed to consider all the evidence and documentation presented*. *No other grounds for appeal will be allowed*. When a college appeals an adverse decision, the following procedures will apply:

Not later than 30 calendar days after receipt of notification (registered mail, return receipt requested) of an adverse decision, the college shall notify the AVMA Executive Board in writing, through the Executive Vice President, that it intends to appeal the decision. Not later than 60 calendar days after the date of notification of the adverse decision, the college shall submit documentation (one original and 15 copies) supporting its appeal and a \$10,000 deposit to be applied to the expenses of the hearing. Expenses shall be paid by the appellant college, and any balance remaining from the deposit shall be returned to the college, or the college will be invoiced for additional expenses.

The Executive Board shall appoint a hearing panel comprised of seven persons, none of whom shall be current members of the Council on Education or AVMA staff. The hearing panel will include veterinary educators and practitioners, and one public member. Adequate training will be provided to ensure panel members have the requisite knowledge and understanding to make decisions consistent with the policies and requirements of the Council on Education. The Executive Board shall designate the chair of the panel. Hearing panel members are required to sign a Conflict of Interest Statement.

A hearing shall be held at or near the AVMA office in Schaumburg, not more than 120 calendar days following receipt by AVMA of the documentation supporting the college's appeal. The Executive Vice President will schedule and organize the hearing and notify the hearing panel, the college, and the members of the Council on Education by mail not less than 10 or more than 40 calendar days prior to the date of the hearing. The notification will include the date, time and place for the hearing, as well as a list of the members of the hearing panel.

At any hearing, an officer or other representative of the appellant college and a member of the Council on Education shall have the right to present witnesses and to submit documents and other written materials pertinent to the case. The appellant college and the Council may be represented by legal counsel who may make the presentation on behalf of the appellant college and the Council, respectively. The appellant college shall be responsible for all fees and expenses related to its legal counsel. The hearing panel may also have legal counsel present to advise it with respect to procedural matters. Following presentations by the appellant college and the Council, the hearing panel will allow opportunity for response and rebuttal by the appellant college. Before permitting testimony relating to the character or general reputation of anyone, the panel shall satisfy itself that the testimony has a direct bearing on the case at issue.

The hearing shall be restricted to a review of documents and testimony relevant to the standard(s) on which the adverse accreditation or reasonable assurance decision was based, or a review of the process and procedure used to arrive at a recommendation as appropriate, depending on the basis of the appeal. Documentation may include extracts from the college or school self-study, with appendices or attachments, and from the report of evaluation of the site visit team. All documentation and testimony shall be relevant to conditions existing at the college or school during the dates on which the site visit was made or on which the adverse decision was based.

The hearing panel may either affirm, amend, or reverse an adverse decision, or remand the adverse decision to the Council for further consideration. If the hearing panel reverses or amends the Council's decision, the hearing panel will remand the matter to the Council with specific instructions to implement the hearing panel's decision. If the hearing panel remands an adverse action for further consideration by the Council, the hearing panel shall identify specific issues that the Council must address. In all cases where a decision

is implemented by or remanded to the Council, the Council shall act in a manner consistent with the hearing panel's decision and instructions. The conclusion of the panel shall be produced in the form of a written report and become a permanent record of the Council on Education. The chief executive officers of the college and the university will be provided with copies of the hearing panel report. The panel report will be confidential to the Council. All questions will be referred to the college which may respond as deemed appropriate.

An appeal is not a de novo hearing, but a challenge of the Council's decision based on the evidence before the Council at the time of its decision. The Council's decision should not be reversed by the appeal panel without sufficient evidence that the Council's decision was plainly wrong or without evidence to support it. Accordingly, the appeal panel should not substitute its judgment for that of the Council merely because it would have reached a different decision had it heard the matter originally.

The accreditation status of the petitioning college shall remain unchanged during the review; there shall be no public notice of the adverse decision until the review is complete and a final decision rendered. The fact the college has filed an appeal will, however, be a matter of public record.

At the discretion of the hearing panel or upon advance request in writing by either the petitioning college or the Council, a transcript of the proceedings may be made. The transcript will be shared by all parties.

The report of the hearing panel will be considered at the next regular meeting of the Council on Education. The Council must act in a manner consistent with the hearing panel's decision and instructions. All deliberations of the Council and the factors considered prior to the final decision shall be confidential to the Council. The appealing college will be notified in writing of the final accreditation status assigned by the COE.

If the decision by the COE is upheld, the appellant will be responsible for all expenses associated with the appeal. If the decision by the COE is reversed in its entirety, the appellant will be responsible for all expenses associated with transportation, food, and lodging for the college representatives; legal fees associated with college representation; and any other expenses incurred by the college in making the appeal. All other costs associated with the hearing including, but not limited to, panel and COE transportation, lodging, and food; legal counsel for the panel and/or the COE; conference telephone calls; mailings; meeting facilities; and a transcript of the proceedings will be shared equally by the college and the AVMA.

10.12. Reconsideration of Accreditation Classification

The Council may reconsider and alter the classification of a college when in the Council's judgment:

1. Conditions affecting compliance with one or more standards have deteriorated sufficiently so that the college fails to meet one or more of the standard requirements.
2. A previously identified deficiency has worsened and causes the college to fail to meet one or more of the standard requirements.
3. A college or its parent university fails to respond in a timely and satisfactory way to the reasonable requests of the Council for information, or fails to cooperate in the evaluation process.

10.13. Loss of Legal Authority to Provide Postsecondary Education

The Council will not grant initial accreditation or preaccreditation to a college that has had its legal authority to provide postsecondary education suspended, revoked, or terminated by a state agency. If a recognized institutional accrediting agency takes adverse action with respect to the institution offering a veterinary medical program, or places the institution on public probationary status, the COE will promptly review its accreditation or preaccreditation to determine if it should take adverse action against the program.

10.14. Loss of Institutional Accreditation

The Council will revoke the accreditation of a college which has lost its institutional accreditation. The Council will notify the Secretary of Education within 30 days of the action to revoke accreditation. Further, the Council will notify the appropriate postsecondary institutional accrediting body and the public no later than 24 hours

following the withdrawal of accreditation or after any appeal has been resolved. The Council will not consider evaluating a college that has lost its institutional accreditation.

10.15. Decisions of Other Accrediting Agencies

The COE monitors programs throughout the accreditation cycle via annual reports, third party comment, and focused site visits. The Council will respond to any program not meeting the standards, even if the parent institution or program is involved in litigation. Conditions could exist within an institution where compliance with a Standard of Accreditation or reasonable assurance may change to noncompliance, due to action of another agency. If any of the following conditions are confirmed, the Council will notify the institution in writing, within 30 days of confirmation, that accreditation will not be renewed based upon an unfavorable outcome wherein:

1. An institution is subject to an interim action by a recognized institutional accrediting agency which could lead to suspension, revocation, or termination of accreditation or reasonable assurance.
2. An institution is subject to an interim action by a recognized state agency which could lead to suspension, revocation, or termination of accreditation or reasonable assurance.
3. An institution has been notified of a threatened loss of accreditation and due process procedure is not complete.
4. An institution has been notified of a threatened suspension, revocation, or termination by the state of the institution's legal authority to provide postsecondary education and the due process procedure is not complete.

10.16. Policies on Reporting to USDE

An updated listing of accredited colleges of veterinary medicine, noting those institutions wherein an adverse action has been taken or those that have voluntarily withdrawn from the accreditation process, will be submitted to the Secretary of the Department of Education within 30 days of the decision. Additionally, a listing of colleges and the accreditation status of each is submitted annually. The COE will notify the Department of Education within 30 days regarding the following:

- A list of the accreditation and reasonable assurance decisions made.
- A decision by the COE to award provisional accreditation or reasonable assurance to a newly formed college.
- A final decision by the COE to deny, withdraw, suspend, or terminate the accreditation or provisional accreditation of a college; or to take other adverse action against a college.¹
- A decision by the COE to place a college on limited accreditation. Within 24 hours of the final decision, the COE will notify the public of its decision via the AVMA web site.
- A decision by an accredited college to withdraw voluntarily from accreditation or provisional accreditation.
- A decision by an accredited college to let its accreditation or provisional accreditation lapse.

If the Secretary requests additional information on a preaccredited or accredited program, the COE will respond in a timely manner. The COE will forward a copy of its annual data noting major accrediting activities during the previous year, if so requested by the USDE. The COE does not currently prepare an annual report of its accreditation activities. However, if such a report is developed at a future date, the document will be forwarded to the USDE on an annual basis. If the COE believes a college or school is failing to meet its Title IV, Higher Education Authority responsibilities or is engaged in fraud or abuse, the name of that institution will be provided to the USDE.

The Secretary will be provided with information regarding any proposed change that will alter the COE's scope of recognition or compliance. Within 60 days of a final decision regarding accreditation or reasonable assurance status, the COE will make available to the Department of Education, appropriate state postsecondary education review entities; and to the public upon request, a brief statement summarizing the reasons for the final decision

¹ When an adverse action is taken by the Council, the USDE, the appropriate State licensing or authorizing agency, and the appropriate accrediting agencies will be notified at the same time as the program but no later than 30 days following the action.

to deny, withdraw, suspend, or terminate accreditation or provisional accreditation of a college, and the comments the college may wish to make with regard to the decision.

11. THE SITE VISIT

11.1. Objective of Site Visit

The objective of a site visit is to verify and supplement information presented in the self-study report. Site visits are made only with the concurrence of the administration of the college and its parent institution. When it appears in the best interest of the college, the university concerned, the AVMA, or another accrediting agency, every effort is made to coordinate and cooperate with other accrediting agencies in request for information and conduct of visits.

At least nine months before the end of the period for which a college is accredited, the dean is alerted to the requirements for preliminary reports, and arrangements for a site visit are made. A copy of the current statement of policies and procedures of the COE is sent to the dean.

11.2. Cost

The costs for evaluation and site visits for US and Canadian colleges of veterinary medicine are shared by those colleges and the AVMA, except for requests for reasonable assurance status from proposed new colleges, colleges with provisional accreditation status, and when a site visit is made at the request of a college for consulting on program development not directly related to an accreditation decision. In these circumstances the college pays all costs. Beginning in 2006, each US and Canadian college pays the AVMA \$10,000 (US) every seven years, the period coinciding with the normal site visit and accreditation cycle for that college. The college remits the funds to the AVMA 60 days prior to the regularly scheduled site visit. Failure to pay the fees in a timely manner may result in withholding accreditation. Site visit team members are reimbursed for their expenses, but no honorariums are paid.

The accreditation procedure available to colleges of veterinary medicine outside the US and Canada requires that the expenses of and a fee for the site visit be paid by the college (*see* Section 6.4.5).

11.3. Site Visit Team

Site visit teams are selected to represent educators, practitioners, and others (including public members) in the proportion necessary to evaluate a college and its programs.

- US – Accreditation site teams are composed of four COE members (current or past), one state veterinary medical association member, one CVMA member, and one AVMA staff member.
- Canada – Accreditation site teams are composed of two COE members (current or past), three CVMA members, one provincial member, and one AVMA staff member.
- Foreign – Accreditation site teams are composed of three COE members (current or past), one CVMA member, two members from the country wherein the college is located and one AVMA staff member.
- Advisory/Consultative site team – These site teams are composed of at least two COE members and one AVMA staff member.

Members are identified and assigned to each team by the chair of the Evaluation Committee. These individuals participate as volunteers and are not eligible for honorariums, but may be reimbursed, when necessary, for transportation, food, lodging, and incidental expenses. *Public members are included on site visits, but because of their limited number, do not participate in every visit. However, public members shall fulfill all the duties of a team member and have the right to vote.*

The Council on Education requests appropriate state veterinary medical associations to designate a representative to serve as a member of a school or college evaluation team when a school or college located within that state is being evaluated by the Council. The AVMA reimburses the representative for actual travel expenses in accord with current travel policies.

COE members will be cognizant of any possible conflict of interest, either real or perceived, when being considered as a possible member of a site visit team. Members of the Council, public members, or AVMA staff are not eligible to participate in the site visit if a conflict of interest is identified.

A past COE member will be eligible for such an appointment for a period of three years following completion of the member's term on the Council and must sign a Conflict of Interest Statement.

The chair of the site visit team appoints a vice-chair, and has the authority to dismiss any member of the team who has a conflict of interest or who becomes disruptive or unmanageable during any phase of the evaluation. Should a conflict of interest or disruption occur with the chair, the vice-chair can assume leadership of the site team with unanimous consent of the remaining members of the team. If the conflict is identified during the site visit and is not covered by the P&P manual, neutral members of the team, plus an equal number of members from the college appointed by the dean, will resolve the issue. If the issue is not resolved by the team, the person is dismissed by the chair.

Two members of the site visit team represent the preclinical science areas, and two represent the clinical science areas to ensure balance of expertise. The chair of each site visit team is a member of the Council. In addition to COE members, each site visit team includes two non-council members, one designated by the state veterinary medical association of the state in which the college is located, and a representative of the CVMA appointed and supported by that organization. No member is assigned to a site visit team until they have completed training and orientation.

A member of the AVMA Executive Board, dean of an AVMA COE-accredited veterinary medical college, or other individuals approved by the Council may accompany the site visit team as an observer (*see* Section 21.4, Appendix D).

An AVMA staff member will accompany each site team and assist in coordinating activities. Staff will consider how each of the standard requirements is being met by the college and note any points not covered in the self-evaluation report. If major deficiencies are found in the material presented, staff is requested to ask the college for supplemental material.

11.4. The Self-study

No later than six weeks before the site visit, the college must provide the self-study as a hard copy (one only) and in electronic format to the AVMA office. The electronic copy should be sent either by e-mail, CD ROM, or flash drive. Sufficient electronic and hard copies must also be prepared and shipped by the college to each site team member. Failure to file a suitable report by the deadline, and in the format specified, may result in postponement of the site visit. One college catalog must be made available on site.

The following outlines should be used as a guide in the development of the report of self-evaluation:

OBJECTIVES	
1.	State the major goals and objectives of the college, and comment on how they are being met.
2.	Describe methods and/or tools used to measure outcomes of the total program of instruction, research, and service.
3.	List the major strengths and weaknesses of the college.
4.	Recommendations.

Guidance and the elements necessary for the self-study are provided. Under each of the standards, provide the required information in the most concise manner for your college. Where appropriate, the information/data presented must be analyzed and/or summarized for brevity and clarity. The information provided under each standard is evaluated by the Council in relation to that standard and to the mission of the college in order to determine compliance. Should the college deem that background information would be helpful for the Council

to understand a given issue or condition, the information should be included in a summary format in appropriate appendices.

All materials related to student recruitment into the professional veterinary medical program shall be made available to the site visit team during the visit. These materials shall include brochures, pamphlets, posters, displays, videos, publications, and other materials used to advertise the program to prospective students. These materials should be placed in an area that is easily accessible to the site visit team. A summary of the number, geographic area, and potential student interest associated with recruitment visits conducted by the college during the past five years shall be made available.

11.4.1. Format of the Self-study

The body of the self-study should not be more than **50 total pages of text (one sided)** and supporting documentation not more than another 50 pages. The school/college may refer the site team to specific websites for reference information, but must not use websites to provide information critical to evaluation of the self-study. In preparing the self-study, analyze the data that are appropriate and present the results in an easily understandable form (for example, graphs, charts, etc.) that clearly describes trends. Please do not include educational philosophies or long explanations, but include brief explanations that may assist the site team and Council in understanding how the program is complying with a Standard. When printing the self-study, use a font size that is easily readable. Please have the hard copies of the self-study bound using a plastic or wire spiral binding product (please do not use a loose-leaf notebook format). Addendums should be those required and those the college feels assist in understanding how the college complies with a Standard. Additional materials may be placed in the meeting room for the site team, but the Council does not require these materials and they should be kept to a minimum.

The college report should be primarily in narrative form with appropriate tables and diagrams attached as appendices. Minority opinions at any level should be included under appropriate heading. The appropriate administrative officer should provide an executive summary of the self-study addressing strengths and weaknesses of program elements as covered by the standards.

REPORTS AT ALL LEVELS SHOULD BE ORGANIZED UNDER THE FOLLOWING HEADINGS:	
Objectives	Standard 6, Students
Standard 1, Organization	Standard 7, Admission
Standard 2, Finances	Standard 8, Faculty
Standard 3, Physical Facilities and Equipment	Standard 9, Curriculum
Standard 4, Clinical Resources	Standard 10, Research Programs
Standard 5, Library and Information Resources	Standard 11, Outcomes Assessment

12. ELEMENTS OF THE SELF STUDY

12.1. ORGANIZATION

Standard 1, Organization

The college must develop and follow its mission statement.

An accredited college of veterinary medicine must be a part of an institution of higher learning accredited by an organization recognized for that purpose by its country's government. A college may be accredited only when it is a major academic administrative division of the parent institution and is afforded the same recognition, status, and autonomy as other professional colleges in that institution.

The chief executive officer or dean must be a veterinarian, and the officer(s) responsible for the professional, ethical, and academic affairs of the veterinary medical teaching hospital must also be a veterinarian.

There must be sufficient administrative staff to adequately manage the affairs of the college as appropriate to the enrollment and operation.

- 12.1.1. Provide a college mission statement for the undergraduate, DVM, or equivalent program. The college mission statement must address:
 - the overall teaching, research, and service commitment,
 - the commitment to undergraduate education,
 - the commitment to provide instruction and clinical opportunities for students in a wide variety of domestic species, including food animal, equine, and companion animal, and
 - the commitment to excellence in program delivery.
- 12.1.2. Identify the body that accredits the university and the current status of accreditation.
- 12.1.3. Provide a flow chart indicating the position of the college of veterinary medicine in the university structure and show lines of authority and responsibility, and give the names and titles of principal university administrative officers related to the college.
- 12.1.4. Provide a flow chart of the organizational design of the college listing names, titles (deans, associate/assistant deans, directors, department heads, etc.), academic credentials, and assignments of the college administrators.
- 12.1.5. Describe the role of faculty, staff, and students in the governance of the college and list the major committees of the college, and their appointment authority.
- 12.1.6. If the college plans to change its current organization, provide a summary of those plans.

Compliance with Standard 1, Organization is judged based on the accreditation status of the university, the relationship of the college within the university, credentials of the dean and hospital officer, college governance, and adequacy of the administrative staff.

12.2. FINANCES

Standard 2, Finances

Finances must be adequate to sustain the educational programs and mission of the college.

Colleges with non DVM undergraduate degree programs must clearly report finances (expenditures and revenues) specific to those programs separately from finances (expenditures and revenues) dedicated to all other educational programs.

Clinical services, field services and teaching hospitals must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations.

- 12.2.1.** Complete Tables A and B for the past five years and analyze the trends for each category.
- 12.2.2.** Comment on the strengths and weaknesses in revenues over the past five years.
- 12.2.3.** Provide a comprehensive trend analysis of revenue sources that have supported the professional teaching program over the past five years (graphs or other visual presentations would be helpful).
- 12.2.4.** Describe how revenues over the past five years have impacted the college’s ability to provide a contemporary professional teaching program and ancillary support services.
- 12.2.5.** Compare the percentage of hospital income to total hospital operational costs.
- 12.2.6.** Describe anticipated trends in future revenues and expenditures.

TOTAL EXPENDITURES FOR IMMEDIATE PAST 5 FISCAL YEARS
Direct and Indirect Expenses

Table A

Yr	Instruction	Academic Support	Student Services	Services of Educational Activity				Un-Sponsored Student Aid	Sponsored Student Aid	Sponsored Research	Other Sponsored Activity	Ext & Public Service	TOTAL DIRECT EXPENSES
				Teaching Hospital	Diagnostic Lab	Other							
						Amount	Type						
% change													

Table Definitions

Instruction — This category should include all direct and indirect expenditures for all activities that are part of a school’s instruction program. Expenditures for credit and non-credit courses should be included. Expenditures for departmental research and public service that are not separately budgeted should be included in this classification. This category excludes expenditures for academic administration when the primary assignment is administration — for example, academic deans. However, expenditures for departmental chairs, in which instruction is still an important role of the administrator, are included in this category.

Academic Support — This category should include all direct and indirect expenditures used primarily to provide support services for the school’s primary missions - instruction, research, and public service. It includes:

- a. The retention, preservation, and display of educational materials - for example, libraries and museums
- b. The provision of services that directly assist the academic function of the school
- c. Media, such as audiovisual services, and technology, such as computing support
- d. Academic administration (including academic deans and related dean’s office expense, but not department chairs), personnel development providing administrative support and management direction to the three primary missions
- e. Separately budgeted support for course and curriculum development

Council on Education Policies and Procedures

For schools that currently charge certain of the expenditures — for example, computing support — directly to the various operating units of the institution, such expenditures are not reflected in this category.

Student Services — This category should include all direct and indirect expenditures for offices of admissions and registrar and those activities whose primary purpose is to contribute to the student's emotional and physical well being and to his/her intellectual, cultural, and social development outside the context of the formal school instruction program. It includes expenses for:

- a. Student activities
- b. Cultural events
- c. Student newspaper
- d. Intramural athletics
- e. Student organizations
- f. Supplemental educational services to provide matriculated students with supplemental instruction outside of the normal academic program (remedial instruction is an example)
- g. Counseling and career guidance (excluding informal academic counseling by the faculty)
- h. Student aid information
- i. Student health service (if NOT operated as an essentially self-supporting activity) where such activities are separately budgeted and expenditures are related to the school

Services of Educational Activity

Teaching Hospital — This category should include all expenditures/revenue relating to the operation of a teaching hospital where such activity is budgeted from the related academic departments and not reported in other categories.

Other — Other refers to service centers such as electron microscopy, toxicology, analytical labs in support of racing, imaging centers, or any other diagnostic/treatment services provided. Also include any lab animal science programs that are college-based. Specify all types of programs applicable. Avoid using terms such as “various.”

Un-sponsored Student Aid - Hard Funds — This category should include expenditures for scholarships and fellowships in the form of outright grants to students selected by the institution or school and financed by non-state funds.

Sponsored Research — This category should include government and corporate funded competitive research grants and contracts, excluding gifts.

Other Sponsored Activity — This category should include all sponsored activity not included in sponsored student aid or sponsored research. Includes unsponsored research.

Extension and Public Service — This category should include all direct and indirect expenditures relating to the school that are established primarily to provide services beneficial to individuals and groups external to the institution. These activities include community service programs and cooperative extension services, reference bureaus, continuing education, consulting, and similar services to particular sectors of the community.

COLLEGE REVENUE
(SOURCES OF FUNDS)
FROM ALL SOURCES FOR IMMEDIATE PAST 5 FISCAL YEARS

Table B

Yr	State Appropriations	Benefits	Tuition & Fees	Is tuition estimated amount?	Endowment Income (current yr)	Gifts for Current Use	Sponsored Program Income/Cost Recovery	Other	SALES and SERVICES			Reserves and Transfers	TOTAL REVENUE
									Teaching Hospital	Diagnostic Lab	Other Sources from Sales & Services		
Percent change over 5 years													

Table Definitions

State Appropriations — This category should include funds provided by state legislature for the general operation of the college.

Tuition and Required Fees — This category should include funds assessed to the students for enrollment. Include only the tuition and fees assessed to every student. These amounts are variable based on residency status, class standing, and curriculum.

Endowment Income — This category should include the funds generated by endowed gifts.

Gifts for Current Use — This category should include gifts given for restricted and unrestricted current use, which are not endowed.

Sponsored Program Income and Indirect Cost Recovery — This category should include income produced by sponsored activity (such as contracts and grants), including federal, state, and private sponsorship. Also include any indirect cost recovery funds received.

Other Sources — This category should include funds from any other source not included as a separate category. Examples might be transfers or loans.

Teaching Hospital — This category should include only revenue produced by the teaching hospital. Other sources of support for the teaching hospital should be reported in the category generating the funds.

Diagnostic Lab — This category should include only revenue produced by the diagnostic lab. Other sources of support for the diagnostic lab should be reported in the category generating the funds.

Other Sources from Sales and Services Activity — This category should include revenue produced by sales and service activities of the college other than the teaching hospital and the diagnostic lab. Examples might be book sales, continuing education income, departmental laboratory services, application fees, and any other income producing activity.

Compliance with Standard 2, Finances is judged based on the adequacy and projected sustainability of resources to deliver the professional education program, retain faculty, and provide teaching and service resources.

12.3. Physical Facilities and Equipment

Standard 3, Physical Facilities and Equipment

All aspects of the physical facilities must provide an appropriate learning environment. Classrooms, teaching laboratories, teaching hospitals, which may include but are not limited to ambulatory/field service vehicles, seminar rooms, and other teaching spaces shall be clean, maintained in good repair, and adequate in number, size, and equipment for the instructional purposes intended and the number of students enrolled.

Administrative and faculty offices, and research laboratories must be sufficient for the needs of the faculty and staff.

An accredited college must maintain an on-campus veterinary teaching hospital(s), or have formal affiliation with one or more off-campus veterinary hospitals used for teaching. Appropriate diagnostic and therapeutic service components, including but not limited to pharmacy, diagnostic imaging, diagnostic support services, dedicated isolation facilities, intensive/critical care, ambulatory/field service vehicles, and necropsy facilities must be provided to support the teaching hospital(s) or facilities with operational policies and procedures posted in appropriate places.

Facilities for the housing of animals used for teaching and research shall be sufficient in number, properly constructed, and maintained in a manner consistent with accepted animal welfare standards. Adequate teaching, laboratory, research, and clinical equipment must be available for examination, diagnosis, and treatment of all animals used by the college. Safety of personnel and animals must be assured.

- 12.3.1. Provide a brief description of the major functions of, or activities that take place in the facilities used by the college in fulfilling its mission.
- 12.3.2. Provide an area map that indicates the principal facilities of the college and describe distance and travel time to off-campus facilities.
- 12.3.3. Describe the college's safety plan and facilities management plan including mechanisms documenting compliance
- 12.3.4. Describe the adequacy (pertains to all facilities used by the college whether on-campus or off-campus) of:
 - 12.3.4.a. classroom, laboratories and other instructional environments and related equipment,
 - 12.3.4.b. teaching hospital(s), pharmacy, diagnostic imaging, diagnostic support services, isolation facilities, intensive/critical care, necropsy, and related equipment,
 - 12.3.4.c. facilities for maintenance of teaching and research animals,
 - 12.3.4.d. research facilities and equipment,
 - 12.3.4.e. administrative and faculty offices,
 - 12.3.4.f. service areas for students (for example, lounges, cafeteria, etc.), and
 - 12.3.4.g. building infrastructure (for example, air handling, vented hoods, etc.).
- 12.3.5. For safety and educational purposes, protocols must be posted in the isolation facilities and the facilities must be used for instruction in isolation procedures (biocontainment).
- 12.3.6. Describe current plans for improvement.

Compliance with Standard 3, Physical Facilities and Equipment is judged on the basis of the learning environment for the professional students, hospital(s) and services, equipment, research facilities and building infrastructure.

12.4. Clinical Resources

Standard 4, Clinical Resources

Normal and diseased animals of various domestic and exotic species must be available for instructional purposes, either as clinical patients or provided by the institution. While precise numbers are not specified, in-hospital patients and outpatients including field service/ambulatory and herd health/production medicine programs are required to provide the necessary quantity and quality of clinical instruction.

It is essential that a diverse and sufficient number of surgical and medical patients be available during an on-campus clinical activity for students' clinical educational experience. Experience can include exposure to clinical education at off-campus sites, provided the college reviews these clinical experiences and educational outcomes. Further, such clinical experiences should occur in a setting that provides access to subject matter experts, reference resources, modern and complete clinical laboratories, advanced diagnostic instrumentation and ready confirmation (including necropsy). Such examples could include a contractual arrangement with nearby practitioners who serve as adjunct faculty members and off-campus field practice centers. The teaching hospital(s) shall provide nursing care and instruction in nursing procedures. A supervised field service and/or ambulatory program must be maintained in which students are offered multiple opportunities to obtain clinical experience under field conditions. Under all situations students must be active participants in the workup of the patient, including physical diagnosis and diagnostic problem oriented decision making.

Medical records must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research, and service programs of the college.

- 12.4.1. Complete Tables A, B, and C for the past five years and analyze trends for each species (category).
- 12.4.2. Describe and analyze the adequacy of normal and clinically diseased animals (hospitalized, out-patient, field service/ambulatory and herd health) used for the DVM teaching program.
- 12.4.3. Describe unique clinical educational resources or programs that enhance the educational mission.
- 12.4.4. If off-campus clinical instruction sites are used regularly by multiple students, complete Table D and describe the planning, supervision, and monitoring of students; and contracting arrangements for non-institutional based faculty.
- 12.4.5. Describe the involvement and responsibilities of professional students in the healthcare management of patients (and clients) in clinical programs of the college.
- 12.4.6. Describe how subject-matter experts and clinical resources are integrated into clinical instruction.
- 12.4.7. Describe the adequacy of the medical records system used for the hospital(s), including field service and/or ambulatory and population medicine. Records must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research, and service programs of the college.
- 12.4.8. Describe how the college has responded to increasing/decreasing clinical resources.
- 12.4.9. Describe the means used to maximize the teaching value of each case across the curriculum.

Teaching Hospital

Table A

Animal Species	Number of Patient Visits	Number Hospitalized	Number of Hospital Days
Bovine			
Canine			
Caprine			
Equine			
Feline			
Ovine			
Porcine			
Caged Pet Birds			
Caged Pet Mammals			
Avian Wildlife			
Other			

Table Definitions

Number of Patient Visits — total number of times the patient visits the hospital (if Buffy visits the hospital 3 times this year, this would count as 3 visits).

Number Hospitalized — number of patients that were hospitalized.

Number of Hospital Days – cumulative days that the total number of patients were hospitalized.

Ambulatory/Field Service Program

Table B

Animal Species	# of Farm (site) Calls	# Animals Examined/Treated
Bovine		
Caprine		
Equine		
Ovine		
Porcine		
Other		

Table Definitions

Number of Farm (site) Calls — total number of calls/visits made to farm/operations.

Number of Animals Examined/Treated — number of individual animals examined/treated.

Herd/Flock Health Program

Table C

	Herd/flock health programs provided through institution/state-owned animals		Herd/flock health programs provided through privately-owned animals	
	Please answer yes or no	# of sites	Please answer yes or no	# of sites
Dairy				
Beef Feedlots				
Cow-Calf				
Small Ruminants				
Swine				
Poultry				
Fish				
Equine				
Other				

Off-campus Sites. If your program regularly uses off-campus sites for clinical education of students (excluding educational experiences that are attended sporadically by individual students), please provide the following information for each site. If certain services are not provided, please indicate where the students learn the required clinical skills. If your school/college does not use remote facilities, please do not complete the chart or respond to the requested information.

Off-Campus Facilities

Table D

HOSPITAL	Learning rotation (duration)	Surgical and medical facilities	Necropsy	Imaging	Diag. support services	Isolation	Intensive or critical care	Reference materials	Medical records

Please provide a brief description of training and evaluation of faculty, levels of case management by the students, and assessment tools for measuring student progress for the remote site(s). Describe student access to content experts.

Table E

Off-campus site: Number & educational experience	Duration of rotation	Number of students per year	Faculty mentor approved (check)		Off-site Evaluator	Written educational objective(s) (check)		Educational outcomes assessed & student evaluations reviewed (check)	
			Yes	No		Yes	No	Yes	No

Compliance with Standard 4, Clinical Resources is judged on the basis of availability and utilization of normal and diseased animals for student instruction, student involvement in healthcare management, expertise of clinical faculty, and the adequacy of the medical records and retrieval system.

12.5. Library and Information Resources

Standard 5, Library and Information Resources

Libraries and information retrieval are essential to veterinary medical education, research, public service, and continuing education. Timely access to information resources, whether through print, electronic media, or other means, must be available to students and faculty. The library shall be administered by a qualified librarian. The college shall have access to the human and physical resources necessary for development of instructional materials.

- 12.5.1.** Describe and comment on the adequacy of information retrieval and learning resources.
- 12.5.2.** Describe the academic credential(s) for the librarian in charge of the library.
- 12.5.3.** Briefly describe the availability of learning resources support for faculty and students, including personnel.
- 12.5.4.** Describe the methods of access to library information resources for faculty and students when they are on and off campus.
- 12.5.5.** Describe current plans for improvement.

Compliance with Standard 5, Library and Information Resources is judged on the basis of availability of library materials (either copy or electronic), credentials of the librarian, and learning resources support for the teaching program.

12.6. Students

Standard 6, Students

The number of professional degree students, DVM or equivalent must be consistent with the resources and the mission of the college.

Colleges should establish post-DVM/VMD programs such as internships, residencies and advanced degrees (e.g., MS, PhD), that complement and strengthen the professional program.

Student support services must be available within the college or university.

In relationship to enrollment, the colleges must provide accurate information for all advertisements regarding the educational program by providing clear and current information for prospective students. Further, printed catalog or electronic information, must state the purpose and goals of the program, provide admission requirements and procedures, state degree requirements, present faculty descriptions, clearly state information on tuition and fees along with procedures for withdrawal, give necessary information for financial aid programs, and provide an accurate academic calendar. The information will include national and state requirements for licensure.

Each accredited college must provide a mechanism for students, anonymously if they wish, to offer suggestions, comments, and complaints regarding compliance of the college with the Standards of Accreditation. These materials shall be made available to the Council annually.

- 12.6.1.** Complete Tables A, B, C, and D, and analyze trends.
- 12.6.2.** Provide a listing of student services. These services must include, but are not limited to, registration, testing, mentoring (advising), counseling, tutoring, peer assistance, and clubs and organizations.
- 12.6.3.** Provide a summary of college activities in support of placement of graduates.
- 12.6.4.** Provide academic catalogue(s) (or an electronic address for this resource) and freshman/upper-class orientation materials.
- 12.6.5.** Describe the system used on an ongoing basis to collect student suggestions, comments, and complaints related to the standards for accreditation.
- 12.6.6.** Describe current plans for improvement in resources for students.

Complete the following table describing enrollment for each of the last five years:

A. Veterinary Medical Program

Class	Year	Year	Year	Year	Year
First-year					
Second-year					
Third-year					
Fourth-year					
# Graduated					

B. Interns, Residents, and Graduate Students (enter each person in only one category) per year for last five years

Department	# Interns	# Residents	# Resident-MS	# Resident-PhD	MS	PhD

C. DVM Students per year for last five years

Academic Year	DVM		
	Total	*Min	% Min

* Min = minority students, as used in the AAVMC Comparative Data Report; For the purpose of the AAVMC’s Comparative Data Report, the “Minority” category refers only to ethnic origin. African-American, Asian, Alaskan Native, Hispanic, Native American, Multi-ethnic individuals, and foreign nationals should be classified under the minority category.

D. Other educational programs

Complete the following table describing enrollment for each of the last five years:

Year	ACTIVITIES			
	Additional Clinical Year Students* <i>Number enrolled</i>	Veterinary Technician Program <i>Number enrolled</i>	Undergraduate Programs <i>Number enrolled</i>	Other <i>Number enrolled</i>

* represents students or students admitted for only the clinical year from other accredited and non-accredited schools

Compliance with Standard 6, Students is judged on the basis of the impact of enrollment on resources, the availability and adequacy of student support services, catalogue information, and the system used to collect student comments.

12.7. Admission

Standard 7, Admission

The college shall have a well-defined and officially stated admissions policy. The policy shall provide for an admissions committee, a majority of whom shall be full-time faculty members. The committee shall make recommendations regarding the students to be admitted to the professional curriculum upon consideration of applications of candidates who meet the academic and other requirements as defined in the college’s formal admission policy.

Subjects for admission shall include those courses prerequisite to the professional program in veterinary medicine, as well as courses that contribute to a broad general education. The goal of preveterinary education shall be to provide a broad base upon which professional education may be built, leading to lifelong learning with continued professional and personal development.

Factors other than academic achievement must be considered for admission criteria.

- 12.7.1. State the minimum requirements for admission.
- 12.7.2. Describe the student selection process, including measures to enhance diversity.
- 12.7.3. List factors other than academic achievement used as admission criteria.
- 12.7.4. Complete Table A.
- 12.7.5. Describe current plans for assessing the success of the selection process to meet the mission of the college.
- 12.7.6. Describe your policies and procedures for admitting transfer students who will receive a degree from your institution, and state the number of transfer students admitted per year for the last five years.

Table A

YEAR	STATE RESIDENTS		NON-RESIDENTS		CONTRACT STUDENTS		TOTAL	
	A/P*	O/A**	A/P	O/A	A/P	O/A	A/P	O/A

*A/P = Applications/Positions Available

**O/A = Offers Made/Acceptances

Compliance with Standard 7, Admission is judged on the basis of the program providing prospective students with easily accessible and clearly understood and appropriate requirements, and a fair and unbiased selection process for admission.

12.8. Faculty

Standard 8, Faculty

Faculty numbers and qualifications must be sufficient to deliver the educational program and fulfill the mission of the college. Participation in scholarly activities is an important criterion in evaluating the faculty and the college. The college shall give evidence that it utilizes a well-defined and comprehensive program for the evaluation of the professional growth, development, and scholarly activities of the faculty.

Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the faculty. Part-time faculty, residents, and graduate students may supplement the teaching efforts of the full-time permanent faculty if appropriately integrated into the instructional program.

- 12.8.1.** Complete Tables A and B, and assess the strengths of the faculty and support staff in fulfilling the college mission.
- 12.8.2.** State the current number of academic faculty (head count) who possess credentials as listed in Tables C and D.
- 12.8.3.** Assess the challenges for your college in maintaining faculty numbers and quality.
- 12.8.4.** Provide information on the loss (what discipline/specialty) and recruitment of faculty (Table A).
- 12.8.5.** Provide a concise summary of promotion and tenure policies, and the policy to assure stability for non-tenured, long-term faculty.
- 12.8.6.** Provide an estimate of the weight assigned to promotion/tenure and or compensation for teaching, research, service, or other scholarly activities.
- 12.8.7.** Briefly describe faculty professional development opportunities available in the college/university.
- 12.8.8.** Describe current plans or major changes in program direction that would be affected by faculty retirements, recruitment and retention.
- 12.8.9.** Describe measures taken to attract and retain a diverse faculty.
- 12.8.10.** Describe programs for on-campus delivery of curricular content by individuals not employed full time by the institution (other than occasional guest lecturers), including subjects taught. Estimate the percentage of core curricular content delivered in this way.
- 12.8.11.** Describe the role of interns, residents, and graduate students in teaching and evaluating veterinary students.

Table A – Loss and recruitment of faculty (both tenure track & clinical track/equivalent)
Provide data for past five years:

Department	Faculty Lost, number	Discipline/Specialty	Recruited, number	Year
TOTAL				

Table B – Staff support for teaching and research

AREA	FTE CLERICAL	FTE TECHNICAL	OTHER
CLINICAL TEACHING			
NON-CLINICAL TEACHING			
RESEARCH			
TOTAL			

Table C –Non-Veterinarians

Title	MS	PhD	Board Certified	Board Certified & MS	Board Certified & PhD
Administrator					
Professor*					
Associate Professor*					
Assistant Professor*					
Instructor					
Lecturer					
Part-time Faculty (less than 75% time)					

*include clinical track

Table D –Veterinarians

Title	DVM (only)	MS	PhD	Board Certified	Board Certified & MS	Board Certified & PhD
Administrator						
Professor*						
Associate Professor*						
Assistant Professor*						
Instructor						
Lecturer						
Part-time Faculty (less than 75% time)						

*include clinical track

Table Definitions:

FTE — An FTE is based on the contract with the employee. For example: If a dean hires a professor on a full-time basis, that contract counts as “1.0 FTE” whether or not the professor teaches. Similarly, if the professor is hired for a half-time, the FTE is “0.5”.

Titles — To simplify consolidation of these data, use the standard academic titles to the maximum extent possible.

Administrators = include deans, associate deans, assistant deans, directors, etc., who are involved in college-level administration and who are faculty members. Do NOT include department heads, chairs, section heads, etc., of programs not included in college-level administration.

Other Academic Personnel = all salaried academic staff (full or partial FTE) not granted the rank of administrator, professor, associate professor, or assistant professor.

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Other Academic Staff = all paid academic staff in a teaching or research position. Do NOT include non-academic staff in this category. Non-academic staff refers to all clerical and technical staff.

Non-Clinical Resident = residents in basic science programs.

Compliance with Standard 8, Faculty is judged based on faculty numbers and qualifications as related to student enrollment and to the mission of the college, employment security, and professional development opportunities.

12.9. Curriculum

Standard 9, Curriculum

The curriculum shall extend over a period equivalent to a minimum of four academic years, including a minimum of one academic year of hands-on clinical education. The curriculum and educational process should initiate and promote lifelong learning in each professional degree candidate.

The curriculum in veterinary medicine is the purview of the faculty of each college, but must be managed centrally based upon the mission and resources of the college. There must be sufficient flexibility in curriculum planning and management to facilitate timely revisions in response to emerging issues, and advancements in knowledge and technology. The curriculum as a whole must be regularly reviewed and managed by a college curriculum committee. The majority of the members of the curriculum committee must be full-time faculty. Curriculum evaluations should include the gathering of sufficient qualitative and quantitative information to assure the curriculum content provides current concepts and principles as well as instructional quality and effectiveness.

The curriculum shall provide:

- a. an understanding of the central biological principles and mechanisms that underlie animal health and disease from the molecular and cellular level to organismal and population manifestations.
- b. scientific, discipline-based instruction in an orderly and concise manner so that students gain an understanding of normal function, homeostasis, pathophysiology, mechanisms of health/disease, and the natural history and manifestations of important animal diseases, both domestic and foreign.
- c. instruction in both the theory and practice of medicine and surgery applicable to a broad range of species. The instruction must include principles and hands-on experiences in physical and laboratory diagnostic methods and interpretation (including diagnostic imaging, diagnostic pathology, and necropsy), disease prevention, biosecurity, therapeutic intervention (including surgery), and patient management and care (including intensive care, emergency medicine and isolation procedures) involving clinical diseases of individual animals and populations. Instruction should emphasize problem solving that results in making and applying medical judgments.
- d. instruction in the principles of epidemiology, zoonoses, food safety, the interrelationship of animals and the environment, and the contribution of the veterinarian to the overall public and professional healthcare teams.
- e. opportunities for students to learn how to acquire information from clients (e.g. history) and about patients (e.g. medical records), to obtain, store and retrieve such information, and to communicate effectively with clients and colleagues.
- f. opportunities throughout the curriculum for students to gain an understanding of professional ethics, delivery of professional services to the public, personal and business finance and management skills; and gain an understanding of the breadth of veterinary medicine, career opportunities and other information about the profession.
- g. knowledge, skills, values, attitudes, aptitudes and behaviors necessary to address responsibly the health and well being of animals in the context of ever-changing societal expectations.
- h. fair and equitable assessment of student progress. The grading system for the college must be relevant and applied to all students in a fair and uniform manner.

- 12.9.1.** State the overall objectives of the curriculum and describe how those objectives are integrated into individual courses.
- 12.9.2.** Describe major curricular changes that have occurred since the last accreditation.
- 12.9.3.** Describe the process used for curriculum assessment (including course/instructor evaluation) and the process used to assess curricular overlaps, redundancies, and omissions.
- 12.9.4.** Describe the strengths and weaknesses of the curriculum as a whole.
- 12.9.5.** Describe preceptor and externship programs (including the evaluation process).
- 12.9.6. Curriculum Digest**
 - In an addendum (printed or electronic) provide information on courses and rotations in the curriculum according to the following guidelines.
 - 12.9.6.a. Organize listing by year of the curriculum.
 - 12.9.6.b. Include both courses and clinical rotations in each year's listing.
 - 12.9.6.c. In each year, list required courses/rotations first, followed by a listing of elective courses/rotations. Clearly mark the division between the two.
 - 12.9.6.d. For each item listed, please include:
 - 12.9.6.d.i. Course # and title,
 - 12.9.6.d.ii. Credit hours (divided by lecture/lab if appropriate),
 - 12.9.6.d.iii. Position in curriculum (quarter/semester as appropriate),
 - 12.9.6.d.iv. Predominant mode of instruction (didactic, problem-based, clinical rotation, or other with explanation), and
 - 12.9.6.d.v. Brief catalog-style course description.
- 12.9.7.** Describe current plans for curricular revisions.
- 12.9.8.** Provide a description of the testing/grading system (scoring range, pass levels, pass/fail) and the procedures for upholding academic standards.

Should the educational program of a college be disrupted for more than two weeks (for example, closure of a hospital due to an infectious disease, loss of core course or rotation, etc.), the college must report in writing to the COE the cause of the disruption and remedies to minimize or to provide an alternative educational opportunity for students in response to the disruption.

Compliance with Standard 9, Curriculum is judged based on students acquiring understanding of basic biological principles and applied clinical applications of veterinary medicine, the scope and sequence of courses (problems), fairness of the testing and grading systems, and rigor and content of curriculum.

12.10. Research Programs

Standard 10, Research Programs

The College must maintain substantial research activities of high quality that integrate with and strengthen the professional program.

The research standard serves to ensure student exposure to performance of high quality research and ability to acquire, evaluate, and use new knowledge. DVM students should be introduced to how new knowledge is developed and disseminated and should have access to participation in coursework and career development in research. Examples of learning objectives may include acquisition and evaluation of scientific literature, experimental and non-experimental design, critical analysis of data, scientific writing including writing of research proposals and submission of manuscripts for publication, and hands-on experience in bench, clinical, or field research.

12.10.1. Describe up to five programs of research emphasis and excellence that integrate with and strengthen the professional program.

12.10.2. Provide evidence for the breadth and quality of the college research program, including:

12.10.2.a. The number of individual faculty members within each department involved in research, total research FTE, and research productivity (tabulate below for each of the last three years). For example: Dept. A has 35 faculty members with 30 involved in research and 6 FTE assigned to research.

12.10.2.b. A description (one page or less) of other measures of faculty research activity (e.g., faculty participation and presentation of original research in scientific meetings, involvement of faculty in panels, advisory boards or commissions, and national and international research awards received).

Year _____

	Total number of faculty	Number of faculty involved in research	Number of faculty involved in research who teach in the professional curriculum	Total research FTE	Extramurally-sponsored research contracts		Number of original, peer-reviewed research publications
					Number	Value	
Dept. A							
Dept. B, etc							

Table Definition

Research — has the primary objective of creation and dissemination of knowledge. It consists of activities that have been specifically organized to produce research outcomes commissioned by an agency external to the institution or authorized by an organizational unit above the department level within the institution. Expenditures are separately accounted for and reports are made concerning the expenditures and achievements of objectives.

- 12.10.3.** Describe the impact of the overall research program on the professional program and on professional students, including:
- 12.10.3.a. The percentage of professional students in the graduating class who have actively participated in research projects during their professional program.
 - 12.10.3.b. A description (one page maximum) of programs that facilitate veterinary student research and link professional and graduate education.
 - 12.10.3.c. Number of graduates engaged in research five years after graduation and other pertinent data to demonstrate the impact of the overall research program.
 - 12.10.3.d. Plans for enhancing the impact of college research on the veterinary professional program.

Compliance with Standard 10, Research Programs is judged based on the impact of the research program on the professional teaching program and the richness of the educational environment.

12.11. Outcomes Assessment *

Standard 11, Outcomes Assessment

Outcomes of the DVM program must be measured, analyzed, and considered to improve the program. Student achievement during the pre-clinical and clinical curriculum and after graduation must be included in outcome assessment. New graduates must have the basic scientific knowledge, skills, and values to provide entry-level health care, independently, at the time of graduation.

The school/college must develop relevant measures and provide evidence that students/graduates have attained the following competencies:

1. comprehensive patient diagnosis (problem solving skills), appropriate use of clinical laboratory testing, and record management
2. comprehensive treatment planning including patient referral when indicated
3. anesthesia and pain management, patient welfare
4. basic surgery skills, experience, and case management
5. basic medicine skills, experience and case management
6. emergency and intensive care case management
7. health promotion, disease prevention/biosecurity, zoonosis, and food safety
8. client communications and ethical conduct
9. critical analysis of new information and research findings relevant to veterinary medicine

Data to demonstrate outcomes of the educational and institutional program(s) may be collected by a number of means including, but not limited to, surveys, interviews, focus groups, self-assessments, third-party provider, information held by the college, and other. Where appropriate, the data must be analyzed/summarized for brevity.

* Except for North American Veterinary Licensing Examination (NAVLE), the Council does not assign numerical values to document levels of achievement for students in any of the outcome delineators, but closely analyzes trends for the college. Trends that imply significant decrease(s) in student achievement over a five-year period may imply deficiencies in the program. The trends are used by the Council in its analysis of the compliance of the college with the Standards. In the case of declining trends in the delineators, the college must provide an explanation for the decline(s), and must provide a plan to reverse the trend(s).

12.11.1. Student educational outcomes must include, but are not limited to:

- 12.11.1.a. NAVLE school score report data and passage rates over the past five years (Table A),

Each college must submit a copy of the annual NAVLE School Score Report with the AVMA-COE Interim Report each year. The Council on Education expects that 80% or more of each college's graduating senior students sitting for the NAVLE will have passed at the time of graduation. Colleges with recurring passing percentages less than 80% for two successive years will be placed on Limited Accreditation. Colleges with passing percentages less than 80% for four (4) successive years will, for cause, be placed on Terminal Accreditation.

- 12.11.1.b. student attrition rates with reasons (Table B),

- 12.11.1.c. the learning objectives for each of the nine listed competencies, and a summary of the analysis of evidence-based data collected for each of the nine listed competencies used to ensure that graduates are prepared for entry level practice (please note that a listing of core and elective blocks does not constitute evidence of learning). Evidence of student learning outcomes for clinical competencies must be obtained by direct measures. These may include capstone experiences, student portfolios, standardized clinical proficiency exams, or other evaluations of clinical performance based on measurable and published program objectives. Indirect measures should not be used

- as the sole determinants of clinical competency outcomes. Examples include employer surveys and student course or rotation grades
 - 12.11.1.d. employment rates of graduates (within one year of graduation),
 - 12.11.1.e. assessments of graduating seniors; and assessments of alumni at some post-graduation point (for example, three and/or five years post-graduation) assessing educational preparedness and employment satisfaction,
 - 12.11.1.f. assessments of employers of graduates to determine satisfaction with the graduates,
 - 12.11.1.g. assessments of faculty (and other instructors, for example interns and residents) related to such subjects as adequacy of clinical resources, facilities and equipment, library and information resources, etc.; and preparedness of students entering phases of education, and
 - 12.11.1.h. additional assessment that might assist the college in benchmarking its educational program.
- 12.11.2. Institutional outcomes.**
- 12.11.2.a. Describe how the college evaluates progress in meeting its mission (for example, benchmarking with other institutions, etc.).
 - 12.11.2.b. Describe the adequacy of resources and organizational structure to meet the educational purposes (dean should provide).
 - 12.11.2.c. Describe outcomes assessed for college activities that are meaningful for the overall educational process (for example, scholarly activity of the faculty, faculty awards, faculty and staff perception of teaching resources, student satisfaction with the educational program, teaching improvement benchmarks, and others). If your program assesses other outcomes, briefly describe the results.
 - 12.11.2.d. Describe how outcomes findings are used by the college to improve the educational program (give examples)

Table A – NAVLE

Year	Students taking exam(s)	Students passing exam(s)	Average scores

Table B – Attrition

Entering Class	Attrition*	Reason for Relative Attrition		Absolute Attrition**	
		Academic	Personal	Number	Percentage

* Students that are either withdrawing from the program or moving to a different (earlier) class
 ** Students who leave and never return

Compliance with Standard 11, Outcomes Assessment is judged based on demonstration that the college collects and analyzes outcomes data and uses the results for program improvement to ensure graduate success in the profession.

13. SITE VISIT AGENDA

The site team is responsible for verifying elements of the college self-study that focus on the professional education (DVM or equivalent), specifically addressing compliance of the college with the Standards of Accreditation.

The tour of the facilities must include all areas where all of the students are required to gather for learning (core sites) and all areas where all students in a specific track are required to gather for learning (core track sites). The full site team should visit all core sites if practical and either all of the site team or subcommittees of the site team may visit track sites. Any external site used for required clinical training in any discipline that is visited by at least 20% of the students over a two-year span **SHOULD BE CONSIDERED FOR VISITATION FOR SOME OR ALL OF THE SITE TEAM.**

The site team uses the meetings with various groups to validate information in the self-study report and to gather additional information relative to the Standards of Accreditation. While specific standards are the area of focus at a given meeting, *any standard may be addressed at any meeting.*

MEETING	STANDARDS ADDRESSED	GOAL OF MEETING (for presentation to attendees before the site visit)
REQUIRED MEETINGS		
Dean and selected administrators	Organization, Finance	To confirm governance structure in the school/college including effectiveness and flexibility; to clarify data in finance tables and discuss factors impacting financial viability of the school/college
Admissions Committee, Admission Officer, Outcome Officer(s)	Admissions, Outcomes Assessment	To clarify admissions processes as described in the Standard
Curriculum Committee, Outcome Officer(s)	Curriculum, Outcomes Assessment	To clarify curriculum, verify processes for ongoing curricular review
DVM Students	Students, Curriculum, Admissions, Organization, Physical Facilities and Equipment, Clinical Resources	To gather from the students their impressions/concerns regarding all aspects of their experience in veterinary school
Research Committee	Research	To document the adequacy of the research program and how DVM student learning is impacted by the research program
Post-graduate students, Interns and Residents	Research, Students, Curriculum, Clinical Resources, Physical Facilities and Equipment	To determine how post-graduate students and house officers interact with DVM students
Faculty	Faculty, Physical Facilities and Equipment, Clinical Resources	To clarify faculty employment as described in the Standard, and to gather impressions/concerns regarding the educational program
Confidential meetings with DVM students	All Standards	
Confidential meetings with faculty	All Standards	
Alumni	All Standards	To verify that career goals could be reached with the education provided by the school/college
Department heads	Faculty, Organization	To determine coordination between faculty and administration and impact on the DVM students, faculty development process, adequacy of resources

MEETING	STANDARDS ADDRESSED	GOAL OF MEETING (for presentation to attendees before the site visit)
REQUIRED MEETINGS		
Section leaders in VTH, “center” leaders	Faculty, Organization	To determine coordination between faculty and administration and impact on the DVM students, faculty development process, coverage of the veterinary curriculum
Exit interview with Dean		
Exit interview with University administration		
Section chiefs	Curriculum, Students, Faculty, Clinical Resources	To gather information from mid-level administrators about functionality of the DVM program as a whole
Outcomes Officer(s)	Outcomes Assessment	How is information from outcomes transferred to the appropriate stakeholders – completing the loop
OPTIONAL MEETINGS		
Technical staff in teaching hospital	Physical Facilities and Equipment, Faculty	To verify working conditions in the hospital, staff and faculty support of the DVM program, role of paraprofessionals in training and assessment of students
Library	Library and Information Resources	To question the librarian and library staff about factors beyond those captured during the tour, to see demonstrations of specific technologies

Meetings with students are scheduled for each site visit. The scheduled meeting with professional students should involve two or three representatives of each class, selected by their peers. The meeting with post-graduate students should include those students who interact with the DVM program either through teaching (usually laboratories) or through formal research opportunities for DVM students. The meeting with house officers should include both interns and residents, with representation from all clinical departments.

The meeting with faculty representatives should involve >1 (two or three) faculty members from each department or administrative unit. These should be individuals, other than department heads (administration), chosen as spokespersons by the faculty of that department AND SHOULD BE REPRESENTATIVE OF THE DEPARTMENT. The representatives meet as a group with the visiting team.

Alumni should reflect the career paths taken by the students; if a preponderance of students enter mixed animal practice upon graduation, for example, the alumni group should consist of a preponderance of mixed animal practitioners. The president of the alumni association and some alumni acting as adjunct faculty should be included if possible.

THE DEAN SHOULD NOT EXPECT TO BE PRESENT AT MEETINGS UNLESS INDICATED ON THE AGENDA OR INVITED BY THE SITE TEAM CHAIR.

The agenda for the visit is established by the chair of the site visit team in consultation with the college administration. The example schedule is designed to address each Standard by meeting with groups that can provide the needed evidence of compliance. It is not necessary to visit all faculty members. The dean should use the following example as a guide to develop a proposed site visit schedule with the site team chair. The chair should work with the dean and offer suggestions (additions/deletions) to better serve the site team.

SUGGESTED SITE VISIT SCHEDULE	
Day One	
3:00 pm – 5:00 pm	Executive session for site team members
5:30 pm – 7:00 pm	Site team reception at college (administration, students, faculty, staff) overview of process and introduction of team members; poster session for student research
Day Two	
Tour schedule should be planned by the school/college to minimize backtracking for each college campus layout (tour may be split over two half days)	
8:00 am – 9:00 am	Operational overview: Curricular delivery and facility orientation Tour school/college facilities including: <ul style="list-style-type: none"> • Companion animal hospital • Large animal hospital, including ambulatory • Hospital support areas (e.g., pharmacy, clinical pathology, medical records, imaging, etc.) • Educational facilities • Areas where teaching animals are housed • Necropsy section • Research facilities (several typical laboratories) • Library Luncheon (open)
6:00 pm	Dinner and site team executive session
Day Three	
7:30 am – 8:30 am	Breakfast conference with Dean and financial staff
8:45 am – 9:45 am	Conference with Associate Dean for Admissions and the Admissions Committee or Academic Affairs
9:45 am – 10:00 am	BREAK
10:00 am – 12:00	Conference with Associate Dean for Academic Affairs and the Curriculum Committee
12:00 n – 1:30 pm	Lunch conference with professional students
1:30 pm – 2:15 pm	Conference with Associate Dean for Research, the Research Committee, and the University Veterinarian
2:15 pm – 2:45 pm	Conference with teaching staff (technicians, instructors)
2:45 pm – 3:15 pm	Conference with interns, residents, and post-graduate students
3:15 pm – 5:00 pm	Site team revisits areas of the school/college
6:00 pm	Dinner and site team executive session (in hotel)

SUGGESTED SITE VISIT SCHEDULE	
Day Four	
8:00 am – 8:50 am	Optional executive session with the Dean
9:00 am – 9:30 am	Confidential meetings with individual students
9:30 am – 9:45 am	BREAK
9:45 am – 10:15 am	Confidential meetings with individual faculty
10:15 am – 11:15 am	Conference with representative college faculty
11:15 am – 11:55 am	Site team revisits
12:00 n – 1:00 pm	Lunch conference with College of Veterinary Medicine alumni
1:05 pm – 2:05 pm	Conference with department heads
2:05 pm – 2:15 pm	BREAK
2:15 pm – 5:00 pm	Executive session and site team revisits
6:00 pm	Dinner and site team executive session
Day Five	
8:00 am – 8:55 am	Exit interview with college dean
9:30 am – 10:55 am	Exit interview with university administration

Note: *Outcomes will be assessed throughout the visit.*

At the conclusion of the site visit the team holds exit interviews with the dean of the college, and with the chief executive officer of the institution to review its findings. The exit interview with the dean and college administrators of the dean’s choosing, completes the site visitation of the college and precedes the exit interview with university administration. The exit interview with university administration normally involves the president of the institution and such other administrative officers as the president may choose. In the absence of the president, the team meets with his/her duly authorized representative. The dean is usually not present at the interview with the chief executive officer, but this option is available at the discretion of the SITE TEAM CHAIR.

14. REPORTS OF EVALUATION

The chair of the team will prepare a final draft of the report and forward it to staff within 30 days of the conclusion of the visit. Copies of the final draft are sent by AVMA staff to the dean of the college for correction of factual errors. The final draft, together with any comments by the dean or the university president, is presented to the Council by the chair of the site visit team at the next semi-annual Council meeting.

Recommendations are a part of the report of evaluation. Recommendations may be suggestions for program improvement or citations for standards violations. Standards violations that result in lowered accreditation status are clearly noted by the follow statement: **COE evaluation of the self-study, the site visit report, and all other documentation, confirms that the program does not comply (meet) with the standard.* Another notation is used to identify substantial compliance with a standard and is designated by the following statement: ***COE evaluation of the self-study, the site visit report, and all other documentation, confirms that the program is in substantial compliance, but not full compliance with the standard.*

Within 90 days of mailing the final Report of Evaluation, the COE will request that the dean of the school/college provide written comments on outcome(s) of the accreditation process. Specifically he/she will provide comments regarding the impact of the recommendations on 1) the education and educational process of the DVM/VMD students, 2) student outcomes, 3) program finances, 4) the university, 5) the state legislative process (where appropriate), and 6) other (to be defined by the dean). This report will be used by the Council to determine if the recommendations are clearly understood; and to determine the impact of the recommendations on the school/college/university/state.

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15. OVERVIEW OF THE COUNCIL ON EDUCATION

The AVMA Council on Education is recognized by CHEA as the accrediting body for schools and programs that offer the professional DVM degree, or its equivalent in the US and Canada. The Council may also approve foreign veterinary colleges.

The Council on Education, American Veterinary Medical Association is also recognized by the US Secretary of Education as authorized by US law. The scope of this recognition may differ from the CHEA Recognition Statement. Please consult the USDE website at: www.ed.gov/admins/finaid/accred/index.html for additional information.

The COE meets the needs of society by promoting active programs in veterinary medical education. In fulfilling this function, the Council encourages and assists colleges of veterinary medicine in meeting the requirements for full accreditation. Further, the COE provides consultation to proposed and developing colleges of veterinary medicine.

The Council on Education prohibits discrimination on the basis of sex, creed, race, or national origin. The AVMA prohibits discrimination in the election of members and public representatives to the COE. The COE is composed of voluntary members elected by the AVMA House of Delegates specifically representing the diversity of disciplines in the profession. The membership consists of at least five veterinary medical college faculty members; at least six private practitioners; one at-large member; one veterinary researcher; one public health veterinarian; and one non-private practice, non-academic veterinarian. Additionally, the COE appoints three public members. One Canadian veterinarian is appointed and funded by the Canadian Veterinary Medical Association. One voting member is appointed and funded by the AAVMC. Many of the Council members, including public representatives, have advanced degrees. All members except the AAVMC and CVMA representatives are appointed for a term of six years. The terms of new members begin at the close of the AVMA Annual Convention.

15.1. Public Member Selection

The criteria used in the selection of public members specify that they shall not be:

1. veterinarians.
2. faculty members or administrators of colleges of veterinary medicine.
3. a current or former employee of a school or college of veterinary medicine.

Public members are appointed by the Council when a vacancy exists, for a six-year term that begins at the close of the AVMA Annual Convention.

15.2. Meetings

The full Council meets biannually at AVMA headquarters to conduct business. Prior to the COE meeting, various subcommittees may meet to conduct business and prepare recommendations and reports for the Council.

Issues brought to subcommittees are discussed and, in most cases, appear as agenda items for consideration by the full COE. Items not on the agenda are considered under the item "New Business." Where appropriate, business is conducted according to the conventions of *Robert's Rules of Order, Newly Revised*, through presentation of a motion followed by a vote. During interim periods, the COE Executive Committee may conduct Council business via conference call or electronic means.

15.3. Officers

The officers of the Council on Education are as follows:

- Chair of the Council
- Vice Chair of the Council
- Chair of the Committee on Evaluation
- Chair of the Committee on Academic Affairs

The Chair of the Council on Education is the Chief Administrator of the Council and presiding officer responsible for the conduct of all official meetings. As presiding officer, the Chair:

- a. Must be familiar with the bylaws and standing rules of the Council as well as the job descriptions for officers and committees.

- b. Ensures that action taken by the Council is based on a majority vote.
- c. Conducts meetings according to the most recent version of *Robert's Rules of Order, Newly Revised*.
- d. In consultation with AVMA staff, establishes the agenda for the Council, and with the Executive Committee and staff, plans the order and conduct of the meetings.
- e. With AVMA staff assistance, originates or edits all official Council correspondence and communication reflecting policies and procedures of the Council to the colleges of veterinary medicine and other individuals and organizations interacting with the COE. Such correspondence communicating official Council action or policy will be on AVMA letterhead, over the signature of the Chair.

The Vice Chair of the Council on Education shall be a member of the Executive Committee and shall assume all duties and responsibilities of the Chair in the latter's absence.

The Executive Committee is composed of the COE Chair, Vice Chair, the Chair of the Committee on Evaluation, and the Chair of the Committee on Academic Affairs. The Committee is responsible for providing counsel and assistance to the Chair in making executive decisions and acting for the Council between meetings.

Various ad hoc committees are appointed and disbursed by the Chair of the COE as needed. All committee action is conducted according to established Council policy and procedure. Each committee reports on its activities at regular meetings of the Council. Terms of service begin and end at the close of the AVMA Annual Convention.

15.4. Travel Expenses

The Council is authorized to appoint one member to accompany the staff consultant to one conference on accreditation each year, at a cost not to exceed \$500 each year.

15.5. Reports Made to the Council

From time to time, the Council is provided with liaison, progress, information, and other reports from colleges or other groups. Such reports may be: 1) received, 2) accepted, or 3) rejected.

- Received – The Council studies the report but does not agree or disagree with the content. The Council may or may not choose to respond to the submitter of the report and may choose to forward the report to another entity.
- Accepted – The Council studies the report, approves the report as to form and accepts the report as written. The Council notifies the submitter of the report stating its action.
- Rejected – the Council studies the report, disagrees with the report, in part or in full, and rejects the report. The Council notifies the submitter of the report stating its findings and its action.

15.6. Committees and Liaison

15.6.1. Standing Committees

The COE has four standing committees: Evaluation Committee, Academic Affairs Committee, Nominating Committee, and Executive Committee. The following procedure is used in forming committees.

The Chair of the COE, in consultation with the Executive Committee, appoints all committees and liaisons. To ensure balance, the Chair considers the professional activity of each COE member in making appointments. The public members serve on committees as assigned. Chairs and members serve one-year terms with opportunity for reappointment.

The Chair of the Evaluation Committee is elected by COE membership. The Committee is responsible for recommending members for assignment to site visit teams and monitoring site visit protocol.

The Chair of the Committee on Academic Affairs is elected by COE membership. The Committee is responsible for ongoing review of and recommendations for improvement to the standard requirements and Council policy and procedure.

The Nominating Committee consists of three members appointed from COE membership by the COE Chair. The Chair of the Nominating Committee will also be appointed by the COE Chair. The Committee is responsible for presenting a slate of nominees at each spring Council meeting for the offices of Chair, Vice Chair, Academic Affairs Committee Chair, and Evaluation Committee Chair, and forwards these to the COE members two weeks prior to the spring meeting.

At an appropriate time during the first day of the spring meeting, the Chair will call for nominations from the floor. The Nominating Committee will receive all nominations and will ask those nominated if they are willing to serve, and will provide a revised list of nominees to the COE members. Voting will be by written ballot.

15.6.2. Associated Committees, Commissions, and Boards

Committee on Veterinary Technician Education and Activities – One member appointed by the Chair of the Council to serve as a voting member for a one-year term.

Educational Commission for Foreign Veterinary Graduates (ECFVG) – One member of the Council appointed to ECFVG by the AVMA Executive Board for a six-year term, or until the end of the member's term on the Council. The Council submits a nomination to the Executive Board for this purpose.

American Board of Veterinary Specialties (ABVS) – One member appointed by the Chair of the Council each year to serve as a non-voting member for a one-year term.

National Board of Veterinary Medical Examiners – One member is appointed by the Chair of the Council annually.

15.6.3. COE Observers

AVMA Executive Board – A member of the AVMA Executive Board serves as an observer at all Council meetings. The observer is a non-voting member appointed and funded by the AVMA Executive Board.

COE observers must sign confidentiality agreements at the beginning of their terms. Any written reports to the observers' respective entities will be approved by the COE Chair prior to submission to that entity and will contain no information on accreditation decisions.

Liaison representatives report on the activities of the groups to which they are assigned at each regular Council meeting. Terms of appointment begin and end at the close of the AVMA Annual Convention.

15.7. Conduct of COE Meetings

No member of the COE who has an identified conflict of interest shall participate in any way in accrediting decisions. The individual shall leave the room when the report in question is being discussed. In cases where the existence of a conflict of interest is less obvious, it is the responsibility of any Council member who feels a potential conflict of interest exists, to absent himself/herself from the room. The conflict of interest policy shall be limited to decisions regarding accreditation and shall not infer conflict with other decision-making responsibilities.

16. STANDARD OPERATING PROCEDURES

16.1. Consistency of Application

The COE is committed to consistency in application of the 11 Standards used as a basis for veterinary college accreditation. Because of turnover in COE membership and the potential for variation in individual interpretations of the standards, the Council provides several means to ensure a clear understanding of site visit team member responsibility and interpretation of documentation in making accreditation decisions.

16.2. Database Retrieval

Staff of the Division of Education and Research, along with the Chair of the COE, maintain a database on interpretation of site visit results and outcomes. The database uses information from the past ten years of accreditation history and will be evolutionary as new sites are visited and data entered. Use of the database ensures that similar situations and concerns are subject to analogous interpretation. Factual information from the database is used in evaluating similar situations (standard findings) at differing locations (colleges). Further, this activity ensures consistency of application of policy in making accreditation decisions.

16.3. Training

Annual training for COE members and on-site training for novice team members is conducted using videotapes, a training manual, and through presentations. The training ensures a common understanding of standard interpretation and site visit conduct. AVMA staff accompanies all site teams to provide reference and consistency.

16.4. Records

The Council maintains complete records of each veterinary medical college or school for a period equal to two accreditation cycles. The records are confidential and include reports of evaluation, annual interim reports, self-study and reaccreditation reports, and all related correspondence. These files are available for inspection by representatives of the Department of Education.

16.5. Sharing Information

The Council shares information related to the accreditation or preaccreditation status of a veterinary medical program, and/or any adverse action taken, with appropriate accrediting agencies and state agencies.

17. QUALITY ASSURANCE

17.1. Development of Accreditation Standards

The COE is charged with developing, adopting, and implementing standard requirements for the accreditation of veterinary colleges and schools, leading to the degree of DVM, VMD, or equivalent. The COE reports the development of new standards or changes to existing standards to the AVMA Executive Board ; and that action is reported to the AVMA House of Delegates.

In developing standards, all committees of interest within the COE are substantially involved in the process. Outside input comes through the House of Delegates, the Executive Board, councils and committees of the AVMA, practitioners, and other interested parties. Suggested changes in the standards are placed on the AVMA website (in the public section) requesting comments from the profession and the public. All college deans, regional accreditors, and selected specialized accreditors are provided the opportunity to comment on the proposed standard changes by direct notification. Comments are received by the staff to the Council for a period of two weeks; comments received are considered by the COE in making changes to the standards. Changes reported to the AVMA Executive Board reflect the input from all groups of interest. The process culminates in the adoption of standard requirements which are published in the *Accreditation Policies and Procedures of the AVMA Council on Education* manual. The manual is updated semi-annually, as needed.

17.2. Review of Established Standards

The Council's ongoing review of the standards results in their evolution, based upon changes in the educational and professional community. Requests for modifying the standards are received from a variety of sources, and action on these suggestions is the result of broad input by the profession, reporting to the AVMA

Executive Board, and review by the AVMA House of Delegates. Two forms of revision are used: the revision of an existing standard to meet evolving educational and professional needs; and developing a new standard in response to changes in contemporary education, or professional needs or processes. As a result of these processes, standards may be revised, added, or deleted.

17.3. Adding or Revising a Standard

- A proposal for revising a standard is developed.
- The COE Committee on Academic Affairs considers the revision in relation to changing educational processes, demographics, impact on the profession, impact on the students and faculty, impact on the colleges, and expected outcome for students. Recommended revisions are approved by the Council.
- Approved revisions are circulated to deans of veterinary colleges and others (as described in 17.1 above) for input.
- Adopted changes are reported to the AVMA Executive Board and reviewed by the House of Delegates and conveyed to the colleges and the profession.

Initiation of action for revision of a standard(s) will occur within 12 months of the determination by Council that a revision is needed. Each year, four Standards of Accreditation are comprehensively reviewed by the COE Committee on Academic Affairs. As a result of this review, standards may be revised or refined for clarification, undergo no change, be dropped, or be subjected to comprehensive revision resulting in a more effective means of assessing the veterinary medical programs. Using the above-noted system, review of the 11 standard requirements occurs approximately every four years to coincide with the Survey of Stakeholder Groups in the validity and reliability assessment.

When modification occurs, the revision is reported to the AVMA Executive Board and reviewed by the AVMA House of Delegates. Deans of colleges of veterinary medicine are notified of the change and given instruction on implementation. Finally, the veterinary medical community is notified of the change through publication in the *JAVMA*.

17.4. Assessment of Revised Standards

The COE believes a minimum time span should elapse between the adoption of new or revised standards and their implementation. While the COE believes some time is necessary to allow colleges to understand and adjust to the new or revised standard(s), rapid implementation is necessary so that colleges can gain experience each year of the curriculum. Assessment of new or revised standards will be initiated at the end of one year.

17.5. Application of Standards

Accreditation decisions are based on a program's substantial compliance with the Council's published accreditation standards. Ideally, all standards will be met or exceeded for the Council to grant full accreditation. In reality, however, compliance with a given standard(s) may be partial. The Council may determine through its evaluation process that full compliance can be achieved within six months to two years. If minor deficiencies are identified, the Council may determine that a college is in substantial compliance and note those standards with which the college is not in full compliance. In these cases, the Council shall notify the college of the deficiencies, suggest remedies, set a time frame for the changes to be made, direct that needed changes be made, and require that a report of correction be sent to the Council. If the college fails to comply with the standard(s) for cause, the COE may extend substantial compliance for no more than two years. If the college fails to comply with the standard(s) within six months to two years, the college will be placed on terminal accreditation status. Further recommendations to bring the program into full compliance may result from the response.

The evaluation process for the standards consists of seven components: (1) a survey of relevant groups to assess the adequacy of all components of each standard; (2) an evaluation of the NAVLE scores to verify adequacy and relevance through student outcome; (3) a survey of the college site visit participants to ensure the consistency in application of the standards; (4) the annual review by the COE Academic Affairs Committee evaluating four standards, and when necessary, changing or eliminating standards (process described in Section 17.3); (5) encouraging COE members to read current literature in veterinary practice; (6) database retrieval for application of the standards; and (7) the provision of training all COE members annually and for novice site team members to ensure consistent understanding and application of the standards.

To ensure confidentiality in survey results and the NAVLE scores in relation to colleges, the AVMA Statistical Research Group (SRG) within the AVMA Communications Division distributes, collects, and analyzes materials from all participants or organizations.

When changes in standards are proposed by the Council, comment is welcomed from the profession and the public. Input from deans of colleges is collected by direct mailings and input from the profession and public is collected through the AVMA website. Proposed changes are listed on the AVMA website in the public sector and a time limit for comment is indicated. The Council considers all comments before finalizing proposed changes in the standards. Changes reported to the AVMA Executive Board reflect the input from all groups of interest.

17.6. Ongoing Review of Standards

In order to ensure that the Standards of Accreditation meet the needs of students in colleges offering educational programs in veterinary medical education and the resultant practitioners in the profession, the adequacy and relevancy of the standards must be assessed on an ongoing basis. For the purpose of definition, adequacy is a measure of quality in outcome (preparation for practice) while relevancy measures the consistent application and interpretation of the standards. In order for standards to be adequate, they must be relevant.

17.7. Annual Review of Standards

Annually, four standards are reviewed in depth by the Academic Affairs Committee. The review consists of carefully reading the standard for content, clarity, and contemporary need. Since all members of the committee serve as site team members, the evaluation of the standard includes that experience. Further, the committee considers comments from any source, paying particular attention to third party and student comments (if any); the survey of education consumers (see below); outcomes of the site visit surveys; and any other available resources. The full Council considers recommendations from the Academic Affairs Committee and initiates the process to make changes where deemed necessary.

17.8. Survey Process

The process employed to evaluate the adequacy of the standards is based on the system of Parks and Hendrick, international experts in evaluation accreditation standards. The questionnaire was developed by reducing each standard to its simplest components. Assessed in this format are the ease and consistency of interpretation of the components of each standard; and a measure of the level of contribution of each component to the preparation of graduates.

A survey is conducted every four years. The survey sample includes 500 veterinary practitioners, 100 members of state veterinary medical associations, 250 faculty members in veterinary colleges, 250 currently enrolled students in veterinary colleges, and deans from 28 veterinary colleges. The sample represents approximately 1.9% of the profession.

Data collected are analyzed and summarized by the AVMA SRG; the analysis is presented to the COE. The Committee on Academic Affairs evaluates the survey analysis for impact on the standards and presents appropriate recommendations to the COE, based on its evaluation. The Council may request further analysis if the responses related to 1) ease of interpretation, or 2) the level of importance as a contributor to the education of veterinary professionals for any standard component is below 70%. Proposed revision to the standards is initiated when the review of the analysis is complete.

17.9. Review of NAVLE Scores

The NAVLE assesses entry-level competency for licensure to practice veterinary medicine. The SRG evaluates NAVLE results annually, by noting significant changes in scores and passing rates over time and significant differences in scores or passing rates among graduates from different veterinary colleges. Decreasing scores may indicate a reduction in the adequacy of the standards, while significant differences among graduates from different colleges may suggest the standards are not relevant.

During the fall meeting the Academic Affairs Committee reviews the SRG analysis. Recommendations from this committee are used to assess the potential for needed changes in or application of the standards. Processes are initiated by the COE to make necessary changes.

17.10. Survey of Site Visit Participants

Following a site visit, the dean is asked to provide each faculty member, student, and administrator information to access an on-line evaluation form. The SRG conducts an analysis of the survey according to frequency and distribution of response, and prepares a report to the COE. The COE Committee on Evaluation studies the report and makes recommendations to the Council regarding changes to be made in the site visit process. During its fall meeting, the COE reviews the recommendation and initiates necessary changes to improve the site visit to ensure that the standards are applied in a reliable manner.

17.11. Data Collection

A database system is used to log the conditions of accreditation evaluation and decision outcomes. The data are employed at each site and COE meeting to ensure equitable and consistent application of the standards. Inconsistencies are noted by AVMA staff and the committee chair who provide guidance in accreditation discussions.

Additionally, all COE members have access to current practice literature through their AVMA membership, or in the case of public members a complimentary subscription to the *JAVMA*. The *Journal* provides full text, and article and interpretative summaries of the most recent scientific findings in veterinary clinical practice. The COE members are encouraged to read the information as a benchmark of current clinical practice and education and to apply the knowledge to program evaluation. Further, a strong awareness of current clinical practice is important in the critical review of the standards for adequacy and relevancy.

In summary, adequacy of the standards is ensured by the results of the questionnaire which survey appropriate groups, analysis of the NAVLE examination, and the COE process used to routinely review each standard. The relevancy of the standards is ensured by the make up of the team (*see* Section 18), training of COE and novice site team members, ongoing review of the standards as applied, database utilization, literature review, and by the survey of the college site visit participants.

18. SITE VISITS

18.1. Site Visit Team

Site visit teams are selected to represent educators, practitioners, and others (including public members) in the proportion necessary to evaluate a college and its programs.

- US – Accreditation site teams are composed of four COE members (current or past), one state veterinary medical association member, one CVMA member, and one AVMA staff member.
- Canada – Accreditation site teams are composed of two COE members (current or past), three CVMA members, one provincial member, and one AVMA staff member.
- Foreign – Accreditation site teams are composed of three COE members (current or past), one CVMA member, two members from the country wherein the college is located and one AVMA staff member.
- Advisory/Consultative site team – These site teams are composed of at least two COE members and one AVMA staff member.

Members are identified and assigned to each team by the chair of the Evaluation Committee. These individuals participate as volunteers and are not eligible for honorariums, but may be reimbursed, when necessary, for transportation, food, lodging, and incidental expenses. *Public members are included on site visits, but because of their limited number, do not participate in every visit. However, public members shall fulfill all the duties of a team member and have the right to vote.*

The Council on Education requests appropriate state veterinary medical associations to designate a representative to serve as a member of a school or college evaluation team when a school or college located within that state is being evaluated by the Council. The AVMA reimburses the representative for actual travel expenses in accord with current travel policies.

COE members will be cognizant of any possible conflict of interest, either real or perceived, when being considered as a possible member of a site visit team. Members of the Council, public members, or AVMA staff are not eligible to participate in the site visit if a conflict of interest is identified.

A past COE member will be eligible for such an appointment for a period of three years following completion of the member's term on the Council and must sign a Conflict of Interest Statement.

The chair of the site visit team appoints a vice-chair, and has the authority to dismiss any member of the team who has a conflict of interest or who becomes disruptive or unmanageable during any phase of the evaluation. Should a conflict of interest or disruption occur with the chair, the vice-chair can assume leadership of the site team with unanimous consent of the remaining members of the team. If the conflict is identified during the site visit and is not covered by the P&P manual, neutral members of the team, plus an equal number of members from the college appointed by the dean, will resolve the issue. If the issue is not resolved by the team, the person is dismissed by the chair.

Two members of the site visit team represent the preclinical science areas, and two represent the clinical science areas to ensure balance of expertise. The chair of each site visit team is a member of the Council. In addition to COE members, each site visit team includes two non-council members, one designated by the state veterinary medical association of the state in which the college is located, and a representative of the CVMA appointed and supported by that organization. No member is assigned to a site visit team until they have completed training and orientation.

An AVMA staff member will accompany each site team and assist in coordinating activities. Staff will consider how each of the standard requirements is being met by the college and note any points not covered in the self-evaluation report. If major deficiencies are found in the material presented, staff is requested to ask the college for supplemental material.

18.2. Conflict of Interest / Confidentiality Statements

Each site team member is required to sign a Conflict of Interest/Confidentiality Statement (*see* Section 21.1, Appendix A).

18.3. Objective of Site Visit

The objective of a site visit is to verify and supplement information presented in the self-study report. Site visits are made only with the concurrence of the administration of the college and its parent institution. When it appears in the best interest of the college, the university concerned, the AVMA, or another accrediting agency, every effort is made to coordinate and cooperate with other accrediting agencies in request for information and conduct of visits.

18.4. Site Visit Overview

The agenda for the visit is established by the chair of the site visit team in consultation with the college administration.

Site visit teams are fact-finding bodies, usually composed of seven members, including AVMA staff. Using the college self-study as the basis for evaluation, a four-day site visit is conducted. Input is sought from all program factions of the college including faculty, students, staff, and alumni. Facilities, programs, and other pertinent areas are also studied. A factual report of the current status of the college is produced as a result of the site visit. The report is reviewed by all team members for factual correctness.

During the site visit the team audits the college educational program by consulting with the dean and appropriate staff, department heads, representative faculty members, the librarian, representative students at both professional and graduate levels including interns and residents, and appropriate faculty committees. In addition, the team tours the buildings, facilities, equipment, and views case records. The site visit team holds a series of executive sessions to compare notes on its findings, begin formulation of its report, and instruct the chair as to the points to be addressed and recommendations made in the draft report of evaluation. Each member drafts recommendations concerning deficiencies in meeting the standard requirements for which he/she has been assigned responsibility. All recommendations are based on discussion noted in the body of the report.

Recommendations are stated as specifically as possible to identify the deficiency involved and suggest possible solutions, without dictating the specific method for achieving the necessary outcome. The entire team discusses and approves all recommendation which become part of the report. If there is disagreement within a team concerning a recommendation, the recommendation remains in the report; the disagreement is called to the attention of the Council when the report is presented.

The final report of evaluation will inform the college of the Council's assessment of student achievement

18.5. Code of Conduct for Site Team Members

Site team members are required to conduct themselves professionally, courteously, and with the utmost respect for faculty, students, and other representatives of the college educational program visited as well as fellow site visit team members.

Site team members must:

- Remember that the objectives of accreditation include verifying that an institution or program meets established standards, assisting prospective students in identifying acceptable institutions, creating goals for self-improvement of weaker programs and stimulating a general raising of standards among educational institutions, and involving the faculty and appropriate staff comprehensively in institutional evaluation and planning;
- Keep a positive attitude and not offer negative feedback or other criticism during the site visit;
- Remember that all materials, discussions, deliberations, and reports of the site visit are confidential;
- Refrain from discussing the "state of a college" with anyone other than site team members and appropriate AVMA staff;
- Remain open-minded throughout the evaluation process;
- Carefully study the materials contained in the college self-study to acquire a basic understanding of the college and its operation;
- Be prepared for four and a half days of intense work with long evenings;
- Participate in the discussions, both with college administration and personnel, and in the team deliberations;
- Focus on and uphold the Standards of Accreditation;
- Be alert at all times using all senses;
- Be on time for all functions;
- Be involved in all functions of the site visit;
- Dress in corporate/professional attire for all site visit activities (men are asked to wear suits or coats and ties, and women are asked to wear suits, dresses, or pantsuits); and
- Wear AVMA-COE identification badges at all times.

Site team members must not:

- Bring any preconceived ideas about the college to the site visit;
- Have a personal agenda regarding the college, its programs, or people;
- Become separated from the team for any reason unless so assigned by the site team chair;
- Become involved in a confrontation involving any issue of the visit;
- Compare colleges or programs, since each college and its program will be unique and the Council is not attempting to diminish diversity among programs or to hinder or impede innovation;
- Offer judgments on solutions to problems during the course of the visit; these activities are to be reserved for the exit interviews with the college dean and university president;
- Tell "war stories".

Remember at all times, the site team is a guest of the college and is there to assist the college in meeting its mission and goals.

18.6. Site Team Modus Operandi

It is important that the college recognize that comments made during the site visit about the status of the program with respect to a specific standard are in no way a final determination. During the exit interview, the

chair of the site visit team should emphasize that the comments made represent the majority view of the site visit team and will be considered as a recommendation by the full Council on Education. The team votes on a classification of accreditation to be recommended to the Council. The final decision on the status of each standard and the accreditation status rests solely with the full COE.

Each evening during the site visit the team meets and reviews the day's activities. The draft report of evaluation is updated and revised in light of new information gained during the day. All members of the team attend the evening meetings. On the last evening of the visit, development of the draft report is completed and recommendations agreed upon. Each recommendation must be based on a "finding" noted at the end of one of the sections of the report. Each finding must be based on information contained in the "background" part of the section involved.

At the conclusion of the site visit the team holds exit interviews with the dean of the college, and with the chief executive officer of the institution to review its findings. The exit interview with the dean and college administrators of the dean's choosing, completes the site visitation of the college and precedes the exit interview with university administration. The exit interview is a critical part of the site visit; therefore, all site team members will attend. The exit interview with university administration normally involves the president of the institution and such other administrative officers as the president may choose. In the absence of the president, the team meets with his duly authorized representative. The dean is usually not present at the interview with the chief executive officer. The chair of the team is responsible for developing remarks for the exit interview. The team assists in preparing the outline for these remarks, and each member comments on items concerning the sections of the report drafted by the respective member.

There is no place in accreditation for adversarial relationships. The college and the Council should proceed with the premise that both parties are dedicated to the common goal of quality in veterinary education. Only through full and open communication and cooperative efforts to correct deficiencies can educational excellence be attained.

Interactions between the Council and the colleges should have a collegial tone, and be based on mutual trust and a desire to arrive at a full understanding of the current status of the educational program of the college. The dean and other administrative officers should be knowledgeable in the definitions of the various levels of accreditation status and the impact of the failure to meet one or more of the standards.

18.7. Guidelines for Site Team Visitors to Foreign Veterinary Colleges

Site team members and AVMA staff are the guests of the host foreign veterinary college. Cultures and customs may differ from those in the US and Canada.

Regarding travel, the host institution is responsible for all expenses. However, the COE has established limitations to enable each site team member to understand the process and avoid misunderstandings. The following guidelines should be followed.

Travel

Air transportation is in business class. Should you choose to use first-class, the additional charges will be the responsibility of the site team member and will not be paid by the host institution. The host institution is responsible for ground transportation to move the site team during the visit.

Lodging

The host institution is responsible for arranging lodging for the site visit. There may be those who want to combine the site visit with personal vacation or business, which is permissible. However, lodging charged to the host institution will be limited to the following:

- For those traveling only for the site visit, two nights of lodging before the site visit are permitted to allow for adjustment to time zone changes. At the end of the site visit (general mid-week at mid-day) air flights may not be available for immediate or convenient departure. In that case, one additional night is permitted. Please use good judgment in choosing the proper options.
- Extenuating circumstances may arise (weather, aircraft maintenance, etc.) which might delay departure on any leg of the flight. The host college is responsible for the cost of lodging during

these rare occurrences. Charges resulting from injury or illness of the site team member causing delay in departure are the responsibility of the team member.

- The host institution is not responsible for charges associated with spouses, significant others, or dependents of a site team member.

Meals and Miscellany

The host institution is responsible for all meals and other related incidentals for the team during the site visit, with the same time limitations as lodging.

Telephone Calls

Telephone calls made by site team members for family or business reasons are not paid by the host institution. Calls, if made, are billed directly to the site team member. Use careful judgment related to any other charges.

Gifts

In many countries where special guests are being hosted, it is customary to provide or be provided with gifts. It is AVMA policy that official gifts will not be presented to the host institution. If a host institution wishes to provide a small gift to each participant, acceptance is allowed. However, gifts offered to individuals (and not to all members of the site team) must be refused. It is the desire of the AVMA that no gifts be presented; however, it is not the intent to disregard customs of a given society. It is permissible for site team members (as individuals or as a group) to provide a gratuity for some special services (chauffeur, hotel employees, etc.), but this voluntary gesture should not be charged to the host institution.

18.8. Reports of Evaluation

The final draft report of the site visit team is the responsibility of the team chair. Drafts of report sections previously assigned to individual members of the team are submitted to the chair prior to leaving the site.

Following a general introduction, each section of the report will coincide with a standard requirement and a list of recommendations. The report indicates in what ways the college complies, substantially complies, or does not comply with the standard requirements. Strengths as well as weaknesses are noted. Recommendations are written with enough detail to be helpful to team members on subsequent site visits as well as to the current college administration, but are not intended to be prescriptive.

The chair of the site visit team will provide AVMA staff with an edited draft copy of the report within ten days following the visit for duplication and distribution to the team members. Each member will review the draft, suggest changes, and make corrections. Such suggested changes and corrections will be sent to the chair of the site visit team within ten days of receipt of the draft by each member of the team. The chair of the team will prepare a final draft of the report and forward it to staff within 30 days of the conclusion of the visit. Copies of the final draft are sent by AVMA staff to the dean of the college for correction of factual errors. The final draft, together with any comments by the dean or the university president, is presented to the Council by the chair of the site visit team at the next semi-annual Council meeting.

Recommendations are a part of the report of evaluation. Recommendations may be suggestions for program improvement or citations for standards violations. Standards violations that result in lowered accreditation status are clearly noted by the follow statement: **COE evaluation of the self-study, the site visit report, and all other documentation, confirms that the program does not comply (meet) with the standard.* Another notation is used to identify substantial compliance with a standard and is designated by the following statement: ***COE evaluation of the self-study, the site visit report, and all other documentation, confirms that the program is in substantial compliance, but not full compliance with the standard.*

Within 90 days of mailing the final Report of Evaluation, the COE will request that the dean of the school/college provide written comments on outcome(s) of the accreditation process. Specifically he/she will provide comments regarding the impact of the recommendations on 1) the education and educational process of the DVM/VMD students, 2) student outcomes, 3) program finances, 4) the university, 5) the state legislative process (where appropriate), and 6) other (to be defined by the dean). This report will be used by the Council to determine if the recommendations are clearly understood; and to determine the impact of the recommendations on the school/college/university/state.

19. TRAINING AND SUPPORT

19.1. New Member Training

The Council provides substantive training and mentoring for new Council members, who must be trained prior to participation as an evaluation committee member. This training allows members to assume increased responsibility as their knowledge and understanding of the policies and procedures of the Council is demonstrated. The Council's Committee on Evaluation Chair assigns site visit teams in accordance with the competence and readiness of members appointed to serve.

Newly-elected COE members receive two hours of formal training during the AVMA Annual convention, relative to policies and procedures. Public members are encouraged to maintain close communication with staff for interpretation of AVMA and COE policy. All training focuses on member responsibilities and COE practices.

During the first COE meeting attended by new members (fall), two hours are devoted to orientation and training. These activities consist of, but are not limited to senior committee members reviewing each standard, citing examples of activities conducted to ascertain compliance with the standards at the colleges, and outcomes related to deficiency in meeting the standards. All COE members attend the session which serves as a review for experienced members. General information regarding such matters as confidentiality, non-confrontational conduct of the visit, time commitment for the visit, and expected level of involvement is discussed.

The COE will provide each new member with an orientation manual.

19.2. On-site Training

Site team members are required to arrive at the college one-half day early. Utilizing the training manual and video, which are provided to novice members at least two weeks in advance, an on-site training session is conducted by the Chair of the site team and AVMA staff. Further, prior to each site visit, the chair of the site visit team meets with all team members in executive session, to outline the plan for the visit, describe situations arising in the self-study which may require special attention, and reemphasize the specific assignments of each team member. This orientation session must be attended by all site team members.

20. TRAINING AND ORIENTATION MATERIALS

COLLEGE OF VETERINARY MEDICINE ACCREDITATION SITE VISIT TEAM

PURPOSE

The purpose of this section is to assist training site team members who conduct site visits to colleges of veterinary medicine for the purpose of program evaluation and accreditation. Detailed information related to the full activities of the AVMA COE, whose charge is to accredit college of veterinary medicine, is found in the *Accreditation Policies and Procedures of the AVMA Council on Education* manual.

The Council has the important responsibility of ensuring that each college complies with the Standards of Accreditation and that each college demonstrates a commitment to educational integrity and improvement.

Accreditation for a college should be an ongoing process for educational integrity and improvement, not an event or episode that occurs once every seven years.

ACCREDITATION

Through action of the AVMA House of Delegates, the COE is charged to provide means and processes for veterinary college accreditation by:

- Promoting programs in veterinary medical education and encouraging colleges to become fully accredited.
- Studying and recommending educational methods to improve veterinary medical education.
- Recommending Standards of Accreditation.
- Evaluating colleges according to the accepted accreditation standards.
- Publishing annually a list of the colleges and their accreditation status.

Through the USDE, a governmental recognition body, and the CHEA, a non-profit/non-governmental recognition body, the AVMA is recognized as an official accrediting agency for colleges of veterinary medicine in the US.

In conducting accreditation visits and assigning an accreditation status, the COE focuses only on the professional degree program in colleges of veterinary medicine. Accreditation of a college by the COE is important to the colleges because: it makes available certain federal student loan funds; gives the college an excellent opportunity to conduct a comprehensive self-study and to project program growth or change; provides recognition of a quality program; and assures the public that veterinary medical education in the US is of the quality needed to meet the needs of society. The COE, without review by any other entity of the AVMA, judges the adequacy of the resources and organization of the college to meet its stated purposes, and that the educational outcomes are measured indicating that those purposes are being met on an ongoing basis.

ACCREDITATION PROCESS

ALL DISCUSSIONS, OBSERVATIONS, AND DOCUMENTS ASSOCIATED WITH THE SITE VISIT AND ACCREDITATION DECISION ARE CONFIDENTIAL TO THE COE. ACCREDITATION INFORMATION CANNOT BE SHARED WITH ANY OTHER INDIVIDUAL OR GROUP EXCEPT THE UNIVERSITY AND COLLEGE THROUGH THE OFFICIAL REPORT OF EVALUATION.

ACCREDITATION DECISIONS MADE BY THE COE CAN HAVE FAR-REACHING CONSEQUENCES FOR THE COLLEGE. CAREFUL AND THOUGHTFUL SITE VISIT ACTIVITIES AND ACCREDITATION DECISION ACTIVITIES MUST REFLECT THE INTEGRITY OF THE PROCESS.

Accreditation of a college of veterinary medicine is based upon compliance with the 11 Standards of Accreditation. These are: organization, finances, physical facilities and equipment, clinical resources, library and information resources, students, admission, faculty, curriculum, research programs, and outcomes assessment. The standards are dynamic, reflecting the changing educational needs of the veterinary profession, student populations, levels of scientific knowledge, health needs of animals and humans, and expectations of society.

Accreditation of veterinary colleges is voluntary, based upon a request from a college. The process begins when a college requests a site visit and submits a comprehensive self-study based upon COE guidelines. Appointment of site team members are the responsibilities of the Chair of the COE Evaluation Committee in consultation with the COE Chair and staff. Site visits are fact-finding missions wherein observations are made, data are gathered, and subjective judgments are made. This summarized information is presented to the full Council for discussion and assignment of an accreditation status. When an accreditation status is assigned, the college is notified of the outcome and the accreditation status for each college is published.

The site visit is an intensive four-day visit to the college used to verify the factual material presented in the self-study, clarify any questions regarding the college and its programs, ensure appropriate learning environments exist, and promote educational improvement.

GETTING STARTED

The first objective is to be familiar with the information pertaining to site visits presented in the AVMA COE manual by paying particular attention to the content and meaning of the 11 Standards.

Approximately three to six weeks before the scheduled site visit, each site team member will receive a self-study and supporting documentation directly from the college. These documents serve as a basis for the site visit. Each site team member must carefully read and study the materials received so that he/she will have a thorough understanding of the mission, structure, programs, curriculum, operation, and student learning outcomes of the college. It is important for each site team member to gain an overall understanding of the college before the site visit begins. It may be helpful to write questions regarding any specific area that is not fully understood. Approximately two weeks before the scheduled visit, each site team member will receive from the AVMA Division of Education and Research, a copy of the first draft of the evaluation report. This document is prepared from the college self-study each site team member received earlier and is an attempt to summarize and document factual information in the self-study. The evaluation report will undergo many revisions before the final report is completed. Do not rely on the first evaluation report as your sole source of knowledge regarding a college. Each site team member is responsible for

developing an in-depth knowledge of the college and is responsible for assisting the team in expanding the group's collective knowledge base through observations, questions, and interpretations.

THE SITE VISIT

At no time during the site visit will a member of the site team make any evaluative or prescriptive comments regarding the "state of the college" or the findings of the site team. Comments will be made to college and university officials at the appropriate time.

For a typical site visit schedule, please refer to the COE manual (Section 13). On site, each site team member must be satisfied that compliance with all standards is thoroughly investigated and discussed and that results (findings) are recorded. The chairperson of the site visit team will provide special assignments to team members regarding one or more of the standards. Each member should pay special attention to these standards since he/she will be asked to write the team's conclusions for the evaluation report as it is revised in those areas. However, each team member is responsible for all standards. The evaluation should take into account that program diversity exists in colleges; the Council encourages diversity and educational innovation. The site team will not compare programs with other veterinary colleges. Each team member must judge only the college being visited in the context of its mission and educational objectives as presented in the self-study.

From the typical schedule, one will see that the site team tours facilities and meets with: administrators (both college and university); faculty (teaching, research, service); professional and graduate students; interns and residents; departmental service (hospital, special program, etc.) representatives; specialized committees (research, curriculum, etc.); library and learning resources personnel; and faculty and students interested in confidential discussion. From these observations and discussions, and comparing these findings with the standards, the college mission, and self-study, the team forms evaluation judgments to be reported to the COE.

During the tour of facilities each site team member should ask questions of college personnel regarding program and function; observe and make notes regarding specific areas, functions, and the adequacy of the facilities to meet the educational needs of the program. Remember that the facilities and equipment must meet the stated purposes of the program. It is not appropriate for individual team members to wander about by themselves or to separate themselves from the team because of interests in other areas or engage in social visits with faculty or staff. All members must be present during the entire tour.

On-Site Inspection of Distributive Models

The following set of guidelines should be used as supplementary information for site team chairs conducting visits to schools in which clinical education is accomplished in distributive sites.

- Sites which are considered "core" educational sites (as defined in Section 8) must be visited by the site team or representatives of the team.
- A minimum of two site team members of the site team (may include AVMA staff) must visit each site.
- At each distributive site, personnel who supervises and evaluates the veterinary students must be present to interact with the site team representatives.
- Each site must be toured in a manner analogous to that used to evaluate on-campus teaching hospitals.
- Evaluation of each site must be documented, in a written manner, on a standardized evaluation survey that may be tailored to the specific educational program but must be based specifically on all pertinent COE standards.

At the beginning of each discussion-based meeting, the chair of the team will make introductions and explain the purpose of the visit so that all in attendance will understand the process being undertaken and the desired outcome. All team members are expected to enter into discussions by asking good questions, but are not to become a discussant except for clarification of unclear points. Each site team member is to be a good listener, and record observations, and plan on being present during all discussions as appropriate to the schedule.

Questions asked and discussed during these sessions should be focused by the site team to gain additional information and insight about the programs of the college. Issues not related to the standards, and ultimately the outcome of the accreditation visit should not be discussed. A careful leader (and the team) will continually focus and refine the discussion to enhance understanding of the program. If discussion wanders, the team becomes less effective.

Each evening the site team members and AVMA staff will meet in executive session to further refine understanding of the programs and to revise the evaluation report. Be prepared for late night sessions, keeping in mind that your input is highly valued.

STANDARD INTERPRETATION

Based upon individual knowledge, professional interests, and capabilities of each team member, the individuals and the collective site team are expected to make judgments regarding compliance with the standards at each college. The team judges total compliance, substantial compliance, or non-compliance for each Standard of Accreditation. Compliance with some of the standards can be verified with data provided by the college. Others will be judged through subjective means only. The Council relies on the experience of the team members to make judgments based on their expertise with the application of reason and reality. The most important items dealt with are the college's ability to provide the educational program within the context of its mission, current resources, and societal needs; and the sustainability of the educational program.

The site visit is a point-in-time observation ("still photograph") of a dynamic process representing current conditions in the college. Be careful not to evaluate plans, unfinished renovations or structures, projected equipment purchases, desired program changes, and other non-existing "dreams." These items can be noted, but should not be used to make your assessments of compliance. This understanding should not eliminate entrepreneurial efforts that might improve the quality of education, research, or service to the profession, but must be evaluated based upon the mission of the college, the resources available, and the projected student learning outcomes.

Special emphasis is placed upon gathering information and data related to student learning outcomes. A college must have an ongoing process to collect, summarize, and analyze student learning outcome data and must use the findings to improve student education. Examples of how student outcomes were used to improve educational quality of the program should be discussed with the college administration.

EVALUATING THE PROGRAM BASED ON THE ELEVEN STANDARDS

The standards describe the necessary requirements for accreditation. Specific items mentioned in the standard must be present in the team's findings or the standard is not met. As an example, under the standard for Physical Facilities and Equipment, the last paragraph states "Facilities for the housing of animals used for teaching and research shall be sufficient in number, properly constructed, and maintained in a manner consistent with accepted animal welfare standards." Team members must subjectively ascertain whether or not a college's isolation facilities are appropriate and sufficient for clinical and research animals. Obviously, no two colleges are the same, yet they may all meet the standard in a variety of ways.

It is important also to note that if a college fails to comply with a specific part of the standard then the entire standard has been compromised. However, there are many gray areas where generalizations, not specifics, are the norm. In these areas, the team members must look for substantial compliance. As an example, under the standard Library and Information Resources, it is stated that "The library shall be administered by a qualified librarian." Just exactly what constitutes a qualified librarian remains for the site team to determine. It is possible for a marginally qualified librarian to be doing a world-class job in running the library. What we are looking for is compliance. The site team needs to continuously ask two questions. First, does the present finding comply with the standard? Second, is the mission of the college being accomplished? Make sure enough information is provided to make a judgment decision on compliance with the standard as a whole and in a manner defensible before the full Council.

A video illustrating interpretation of the 11 Standards of Accreditation should have been viewed. This video was made during the fall COE meeting wherein two hours are devoted to training (retraining) all COE members regarding the site visit and the interpretation of the standards. The chair of the site team and AVMA staff member will answer questions that may arise.

CONCLUDING THE VISIT

As the days pass, site team members will develop a clear sense of the college's ability to comply with the standards and its ability to sustain the program within the resources identified. Many of your thoughts will be condensed and entered into the draft of the evaluation report executive sessions of the site team. During the last team executive sessions, the chair will begin to formulate recommendations to be verbally presented to the dean of the college (and his/her designated group) and the president of the university (and his/her designated group). It is important that there

is site team consensus with these recommendations. At these two final meetings the site team chair will verbally present the finding of the team. Other team members should not speak until the report is complete, or unless the chair, dean, or president asks for additional information wherein a team member might make a substantial contribution. No written report will be given to the college or university at this time.

WRITING THE REPORT OF EVALUATION

The final draft of the report of evaluation prepared by the site team should be concise, accurate, and defensible through written (self-study or addendums) or observed (site visit verification) evidence. Information in the report of evaluation draft must be understandable to the COE members and to the administration of the college and the university. Clarity is an absolute requirement.

AVMA staff to the COE provides a draft of the report of evaluation to each site team member prior to the scheduled site visit. This draft is a summary of the self-study addressing each standard. The draft is a working document. The draft may be replaced in its entirety, accepted as it is written, or edited to reflect the findings of the site team. Each site team member is assigned one or more standards as lead writer/editor. Each element of the standard and material required in the self-study should be addressed in the draft. (Remember that the college must comply with the elements of the standard and the elements of the outline for the self-study report. For example, the Outcomes Assessment standard is a simple one-sentence statement. The college, however, must comply with each element within the outline provided for the self-study preparation.)

There are three major elements to each draft of the report of evaluation. 1) Background: The background describes the factual finding of the site team. Specific facts and/or figures can be presented to describe the factual finding of the site team. Each part of the standard should be addressed. At the end of the background section, an assessment statement must be made using the compliance statement at the end of each standard in the self-study report section as a model. 2) Findings: The findings section is reserved for the COE to report the compliance of a college with the standard. Nothing should be entered into the Findings section. 3) Commentary: The Commentary section is reserved for commending the college and for quality endeavors or for pointing out challenges/weaknesses. If a commentary statement is made, there must be evidence presented in the background section to verify the commentary statement.

Each site team must provide a listing (no order of priority) of the strengths of the educational program. Further, the site team must formulate recommendations for the college. The recommendations will be noted as non-compliance or substantial compliance should an adverse decision be possible. Other recommendations are intended to assist the college in improving its educational program and carry no adverse consequences. The site team must reach consensus on the strengths and the recommendations for each college.

Following the site visit, the chair of the site team, assisted by the AVMA staff, will modify the draft report of evaluation to ensure that all standards have been addressed adequately, paying particular attention to ensure that statements made in the recommendations are matched with supporting narrative in the background of the draft. This draft is sent to site team members for their final input and the chair will make the necessary revisions. The approved draft is included in the agenda of the COE for its next meeting wherein the Council will assign accreditation status based upon the evidence provided in the draft evaluation report. The Council may make changes in the draft presented and a final report of evaluation will be prepared and mailed to the college dean and university president. The report or any part thereof is confidential and will not be made public except by the actions of the dean or president.

ACCREDITATION DECISIONS

Council members read and review draft reports of evaluation (provided in the COE meeting agenda book) for each college being considered for accreditation and come to the meetings prepared to discuss the findings of the site team and/or seek additional information necessary to evaluate that college. A copy of the self-study for each college under consideration is provided at the meeting. The chair of the site team, or his/her designee, presents an accurate summary of the draft report of evaluation, leads discussion, and provides the recommendation of the site team for each Standard. Each Standard is presented and discussed separately, followed by a recommendation from the site team chair regarding the college's compliance with that Standard. COE members then vote on that recommendation. After compliance with all Standards has been approved/disapproved, an individual voting in the majority regarding a specific Standard may propose a motion for reconsideration of that Standard based on substantive reason(s). The Council may reconsider that Standard with additional discussion and confirm its decision or, with supporting

evidence, reverse its decision. When Standard 11, Outcomes Assessment, is considered, the Council votes to approve or disapprove the college's performance in advancing student achievement.

At the conclusion of review of all the Standards and upon recommendation of the site team chair, the accreditation status and the assigned length of time for that status is determined by a vote of the Council, unless the Council notes deficiencies which may result in an adverse action. If substantial compliance with a Standard(s) is assigned, the Council proposes a remedy for the deficiency and sets a time line for the college to come into compliance. Special notation is made in the recommendation section of the final report of evaluation when a college is in substantial compliance or non-compliance with a Standard(s). Other recommendations are suggestions for improvement for the educational program.

When the Council notes deficiencies which may result in an adverse accreditation action, it will defer the accreditation decision, give written notice to the college of each deficiency and recommendation, and provide the college with an opportunity to respond in writing pursuant to Section 10.6. The college's response must only include documentation, data, or other information relevant to the deficiencies identified by the Council that may result in an adverse accreditation action. The college must notify the Council of its intent to respond within fifteen (15) days after receipt of the draft report of evaluation and file its response with the Council within thirty (30) days after receipt of the draft report of evaluation. An adverse accreditation action is defined as withholding initial or renewed accreditation, or denial of a request for change in accreditation status, denial of a reasonable assurance status, or assignment of limited or terminal accreditation.

If the Council notes deficiencies regarding Standard 2, Finances that may result in an adverse accreditation action, the college may submit new financial information only if all of the following conditions are met:

1. The financial information was unavailable to the college until after the Council made the adverse findings regarding the college's finances; and
2. The financial information is significant and bears materially on the financial deficiencies identified by the Council, *i.e.*, the information is of such a nature that if found to be credible it could result in the finding that Standard 2, Finances is now met; and
3. The only remaining deficiency cited by the Council is the college's failure to meet Standard 2, Finances.

An affected college may seek the review of new financial information as described in this section only once per accreditation cycle and any determination by the Council made with respect to that review does not provide a basis for an appeal.

The Council will consider the written response and documentation sent by the college within 30 days of receipt. The Council reserves the right to conduct a focused site visit, as needed, to validate information submitted for reconsideration. Should accreditation status be lowered, or a letter of reasonable assurance denied, or another adverse accreditation action taken for a specific college, the college is notified in writing of the reasons for the action and reminded of the appeal process. Immediately following the action of the Council, the chair notifies the dean via telephone of the accreditation or reasonable assurance decision of the Council. Within 30 days after action of the Council, staff prepares a letter for the dean of the college and the president of the parent institution that accompanies the report of evaluation conveying the accreditation status, length of time a given status is assigned, and any special instructions (for example substantial compliance instructions). A formal statement of classification or reasonable assurance decision, signed by the Chair of the Council, accompanies the letter and the report.

After the opportunities to respond in writing or appeal have passed or the processes completed, the action of the Council is considered final and a final report of evaluation is prepared, including recommendations and a classification of accreditation or reasonable assurance. Copies of the final report are sent to the dean of the college, the chief executive officer of the institution, Royal College of Veterinary Surgeons, and the Canadian Veterinary Medical Association. The officials of the college and the institution are authorized to disseminate all or part of the content of the report at their discretion. Should an institution choose to make public disclosure, it must disclose its accreditation status accurately, including the specific academic program covered by that status, and specify that the AVMA-COE, the accrediting agency, is located at 1931 North Meacham Road, Suite 100, Schaumburg, IL (847-

925-8070). Any incorrect or misleading information regarding preaccreditation or accreditation released by the institution will be corrected by the COE. These corrections include, but are not limited to 1) the accreditation or preaccreditation status, 2) content of reports of on-site visits, and 3) the accreditation or preaccreditation action by the COE with respect to the program. The content of the report is not available from AVMA, CVMA, Council members, or the site visit team. Except under the conditions cited above, all findings, the self-study, correspondence, recommendations, and related information and documentation of the site visit and the evaluation are confidential to the Council and will not be publicly disclosed.

The AVMA publishes the final accreditation or reasonable assurance classification of the college and the dates of the last and next evaluation of the college. All requests for details of the report are referred to the dean or the university president.

Objective of Site Visit

The objective of a site visit is to verify and supplement information presented in the self-study report. Site visits are made only with the concurrence of the administration of the college and its parent institution. When it appears in the best interest of the college, the university concerned, the AVMA, or another accrediting agency, every effort is made to coordinate and cooperate with other accrediting agencies in request for information and conduct of visits.

Site Visit Overview

The agenda for the visit is established by the chair of the site visit team in consultation with the college administration.

Site visit teams are fact-finding bodies, usually composed of seven members, including AVMA staff. Using the college self-study as the basis for evaluation, a four-day site visit is conducted. Input is sought from all program factions of the college including faculty, students, staff, and alumni. Facilities, programs, and other pertinent areas are also studied. A factual report of the current status of the college is produced as a result of the site visit. The report is reviewed by all team members for factual correctness.

During the site visit the team audits the college educational program by consulting with the dean and appropriate staff, department heads, representative faculty members, the librarian, representative students at both professional and graduate levels including interns and residents, and appropriate faculty committees. In addition, the team tours the buildings, facilities, equipment, and views case records. The site visit team holds a series of executive sessions to compare notes on its findings, begin formulation of its report, and instruct the chair as to the points to be addressed and recommendations made in the draft report of evaluation. Each member drafts recommendations concerning deficiencies in meeting the standard requirements for which he/she has been assigned responsibility. All recommendations are based on discussion noted in the body of the report. Recommendations are stated as specifically as possible to identify the deficiency involved and suggest possible solutions, without dictating the specific method for achieving the necessary outcome. The entire team discusses and approves all recommendation which become part of the report. If there is disagreement within a team concerning a recommendation, the recommendation remains in the report; the disagreement is called to the attention of the Council when the report is presented.

The final report of evaluation will inform the college of the Council's assessment of student achievement.

Code of Conduct for Site Team Members

Site team members are required to conduct themselves professionally, courteously, and with the utmost respect for faculty, students, and other representatives of the college educational program visited as well as fellow site visit team members.

Site team members must:

- Remember that the objectives of accreditation include verifying that an institution or program meets established standards, assisting prospective students in identifying acceptable institutions, creating goals for self-improvement of weaker programs and stimulating a general raising of standards among educational institutions, and involving the faculty and appropriate staff comprehensively in institutional evaluation and planning;
- Keep a positive attitude and not offer negative feedback or other criticism during the site visit;
- Remember that all materials, discussions, deliberations, and reports of the site visit are confidential;

Council on Education Policies and Procedures

- Refrain from discussing the “state of a college” with anyone other than site team members and appropriate AVMA staff;
- Remain open-minded throughout the evaluation process;
- Carefully study the materials contained in the college self-study to acquire a basic understanding of the college and its operation;
- Be prepared for four and a half days of intense work with long evenings;
- Participate in the discussions, both with college administration and personnel, and in the team deliberations;
- Focus on and uphold the Standards of Accreditation;
- Be alert at all times using all senses;
- Be on time for all functions;
- Be involved in all functions of the site visit;
- Dress in corporate/professional attire for all site visit activities (men are asked to wear suits or coats and ties, and women are asked to wear suits, dresses, or pantsuits); and
- Wear AVMA-COE identification badges at all times.

Site team members must not:

- Bring any preconceived ideas about the college to the site visit;
- Have a personal agenda regarding the college, its programs, or people;
- Become separated from the team for any reason unless so assigned by the site team chair;
- Become involved in a confrontation involving any issue of the visit;
- Compare colleges or programs, since each college and its program will be unique and the Council is not attempting to diminish diversity among programs or to hinder or impede innovation;
- Offer judgments on solutions to problems during the course of the visit; these activities are to be reserved for the exit interviews with the college dean and university president;
- Tell “war stories”.

Remember at all times, the site team is a guest of the college and is there to assist the college in meeting its mission and goals. The accreditation process is only as good as the site team members and the COE.

Site Team Modus Operandi

It is important that the college recognize that comments made during the site visit about the status of the program with respect to a specific standard are in no way a final determination. During the exit interview, the chair of the site visit team should emphasize that the comments made represent the majority view of the site visit team and will be considered as a recommendation by the full Council on Education. The final decision on the status of each standard and the accreditation status rests solely with the full COE.

The lunch period indicated on the third day may be used for meeting with any group such as the state veterinary medical association or major committees not scheduled elsewhere.

Meetings with students are scheduled for each site visit. The scheduled meeting with professional students should involve two or three representatives of each class, selected by their peers. The meeting with graduate students should include one or more representatives from each appropriate department.

The meeting with faculty representatives should involve one faculty member from each department or administrative unit. These should be individuals, other than department heads (administration), chosen as spokespersons by the faculty of that department. The representatives meet as a group with the visiting team.

The site team will be available for a one-hour period to meet with students and faculty for confidential interviews, conducted in ten-minute increments. The dean’s office is responsible for announcing the time for such interviews, noting the location in an area remote from administrative offices. Interviews are conducted on a first-come, first-served basis until the time period has elapsed.

At colleges with very large departments, conferences with department heads often include heads of major sections.

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The dean or the dean's representative is welcome to participate in any of the meetings except those with students and faculty representatives. The university administration may invite the dean to participate.

Each evening during the site visit the team meets and reviews the day's activities. The draft report of evaluation is updated and revised in light of new information gained during the day. All members of the team attend the evening meetings. On the last evening of the visit, development of the draft report is completed and recommendations agreed upon. Each recommendation must be based on a "finding" noted at the end of one of the sections of the report. Each finding must be based on information contained in the "background" part of the section involved. The team votes on a classification of accreditation to be recommended to the Council.

At the conclusion of the site visit the team holds exit interviews with the dean of the college, and with the chief executive officer of the institution to review its findings. The exit interview with the dean and college administrators of the dean's choosing, completes the site visitation of the college and precedes the exit interview with university administration. The exit interview is a critical part of the site visit; therefore, all site team members will attend. The exit interview with university administration normally involves the president of the institution and such other administrative officers as the president may choose. In the absence of the president, the team meets with his duly authorized representative. The dean is usually not present at the interview with the chief executive officer. The chair of the team is responsible for developing remarks for the exit interview. The team assists in preparing the outline for these remarks, and each member comments on items concerning the sections of the report drafted by the respective member.

A member of the AVMA Executive Board, dean of an AVMA COE-accredited veterinary medical college, or other individuals approved by the Council may accompany the site visit team as an observer.

There is no place in accreditation for adversarial relationships. The college and the Council should proceed with the premise that both parties are dedicated to the common goal of quality in veterinary education. Only through full and open communication and cooperative efforts to correct deficiencies can educational excellence be attained.

Interactions between the Council and the colleges should have a collegial tone, and be based on mutual trust and a desire to arrive at a full understanding of the current status of the educational program of the college. The dean and other administrative officers should be knowledgeable in the definitions of the various levels of accreditation status and the impact of the failure to meet one or more of the standards.

Guidelines for Site Team Visitors to Foreign Veterinary Colleges

Site team members and AVMA staff are the guests of the host foreign veterinary college. Cultures and customs may differ from those in the US and Canada.

Regarding travel, the host institution is responsible for all expenses. However, the COE has established limitations to enable each site team member to understand the process and avoid misunderstandings. The following guidelines should be followed.

Travel

Air transportation is in business class. Should you choose to use first-class, the additional charges will be the responsibility of the site team member and will not be paid by the host institution. The host institution is responsible for ground transportation to move the site team during the visit.

Lodging

The host institution is responsible for arranging lodging for the site visit. There may be those who want to combine the site visit with personal vacation or business, which is permissible. However, lodging charged to the host institution will be limited to the following:

- For those traveling only for the site visit, two nights of lodging before the site visit are permitted to allow for adjustment to time zone changes. At the end of the site visit (general mid-week at mid-day) air flights may not be available for immediate or convenient departure. In that case, one additional night is permitted. Please use good judgment in choosing the proper options.
- Extenuating circumstances may arise (weather, aircraft maintenance, etc.) which might delay departure on any leg of the flight. The host college is responsible for the cost of lodging during these rare

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- occurrences. Charges resulting from injury or illness of the site team member causing delay in departure are the responsibility of the team member.
- The host institution is not responsible for charges associated with spouses, significant others, or dependents of a site team member.

Meals and Miscellany

The host institution is responsible for all meals and other related incidentals for the team during the site visit, with the same time limitations as lodging.

Telephone Calls

Telephone calls made by site team members for family or business reasons are not paid by the host institution. Calls, if made, are billed directly to the site team member. Use careful judgment related to any other charges.

Gifts

In many countries where special guests are being hosted, it is customary to provide or be provided with gifts. It is AVMA policy that official gifts will not be presented to the host institution. If a host institution wishes to provide a small gift to each participant, acceptance is allowed. However, gifts offered to individuals (and not to all members of the site team) must be refused. It is the desire of the AVMA that no gifts be presented; however, it is not the intent to disregard customs of a given society. It is permissible for site team members (as individuals or as a group) to provide a gratuity for some special services (chauffeur, hotel employees, etc.), but this voluntary gesture should not be charged to the host institution.

21. APPENDICES

21.1 Appendix A — Conflict of Interest / Confidentiality Statements

All site team members are required to sign a Conflict of Interest Statement/Confidentiality Statement.

**AVMA COUNCIL ON EDUCATION CONFLICT OF INTEREST STATEMENT
Site Visit Team Member**

To assure that all matters dealing with accreditation of colleges of veterinary medicine are conducted in an unbiased manner, the COE has adopted a Conflict of Interest Policy. The policy extends and pertains to those COE members and other site team members who have immediate family (e.g., parents, spouses, and siblings) in any of the potential conflict areas listed.

No COE member or other site team member shall serve on a site visit team who:

1. Is a graduate of any program in the institution being evaluated.
2. Has collaborative research, teaching, or service interests with a key administrator or faculty member of the institution being evaluated. (Holding a patent interest, shared research grants, and contract teaching are examples of collaboration.)
3. Is or has been employed by the institution being evaluated. (Members who have been interviewed for employment at an institution wherein some conflict arose should exclude themselves from consideration as a site visit team member.)
4. Has served as a consultant on accreditation matters with the institution being evaluated.
5. Is an employee or former (within the past five years) employee of the AVMA.
6. Has reason to believe other conflicts of interest exist that have not been listed herein. (The member should communicate with the Chair of the Committee on Evaluation for clarification of any concerns.)

**AVMA COUNCIL ON EDUCATION CONFIDENTIALITY AGREEMENT
Site Visit Team Member**

In accordance with AVMA policy, all information related to the Council on Education (COE) accreditation of a veterinary medical college is strictly confidential. This includes but is not limited to reports of evaluation, letters, self-evaluation and accreditation materials, interim/annual reports, correspondence, and the content of any discussion related to the veterinary medical college or its accreditation. All requests for information related to a specific institution and/or veterinary medical college must be referred to AVMA staff, or the respective institution.

Freedom of Information Acts which may be applicable in a given state, province, or country do not apply to AVMA confidential information related to the accreditation of veterinary medical colleges. Information requested through such acts may be obtained through due process from the respective institution or state/province/country office.

By signing your name below you are agreeing to abide by AVMA policy with respect to the accreditation of veterinary medical colleges.

I, _____, on this date _____
signature

have read the conflict of interest policy and confidentiality agreement for COE site visit team members and by signing this document confirm that no conflict exists for me to serve as a site team member in evaluating the _____ College of Veterinary Medicine.

**AVMA COUNCIL ON EDUCATION CONFLICT OF INTEREST STATEMENT
AVMA Staff Member**

Although AVMA staff members do not participate directly in decisions regarding accreditation of colleges, they are in a position to influence the outcomes of the process. On the other hand, staff provides continuity to the evaluation process.

No AVMA Staff Member will serve on a site visit team who:

1. Has graduated during the past five years from a college being evaluated.
2. Has been employed during the past five years by the college being evaluated.
3. Has close personal or familial relationships with key personnel in the college being evaluated.

**AVMA COUNCIL ON EDUCATION CONFIDENTIALITY AGREEMENT
AVMA Staff Member**

In accordance with AVMA policy, all information related to the Council on Education (COE) accreditation of a veterinary medical college is strictly confidential. This includes but is not limited to reports of evaluation, letters, self-evaluation and accreditation materials, interim/annual reports, correspondence, and the content of any discussion related to the veterinary medical college or its accreditation. All requests for information related to a specific institution and/or veterinary medical college must be referred to AVMA staff, or the respective institution.

Freedom of Information Acts which may be applicable in a given state, province, or country do not apply to AVMA confidential information related to the accreditation of veterinary medical colleges. It is our understanding that information requested through such acts may be obtained through due process from the respective institution or state/province/country office.

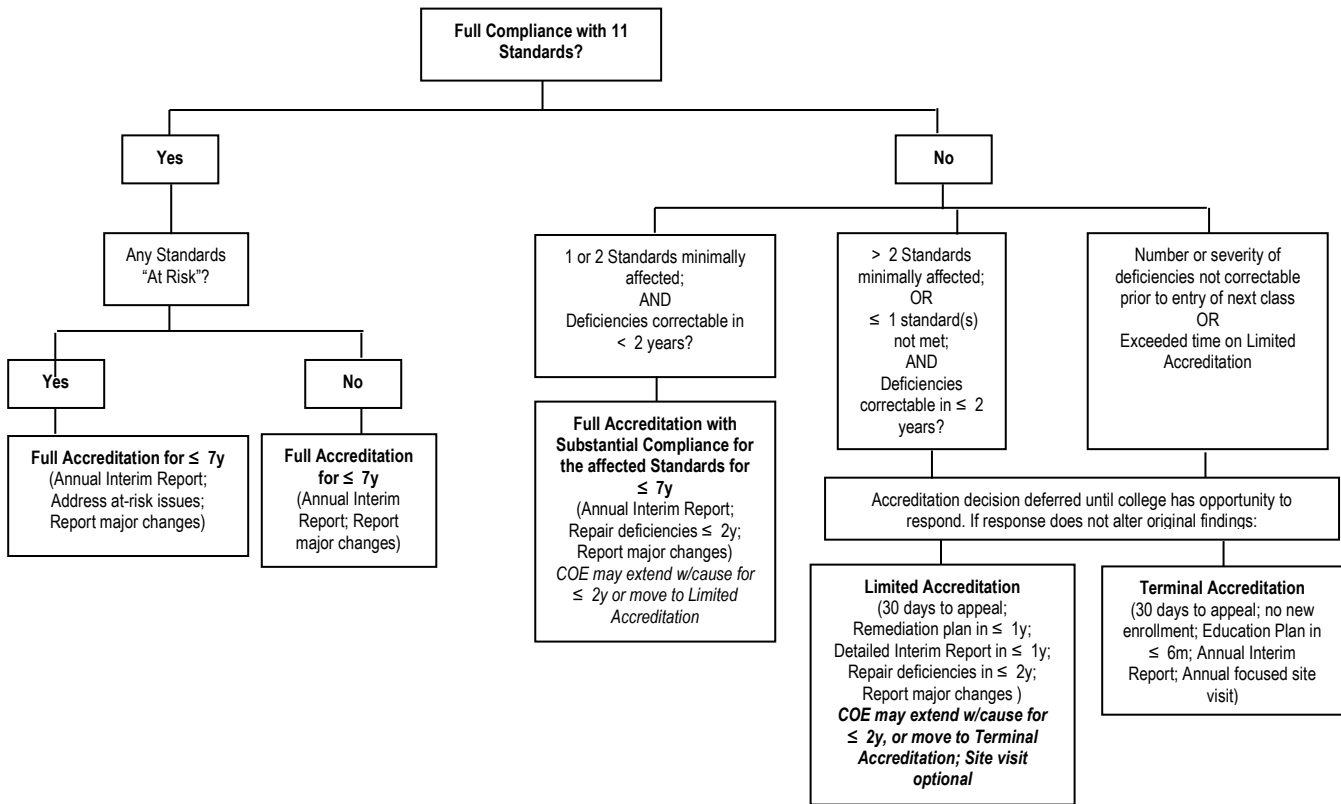
By signing your name below you are agreeing to abide by AVMA policy with respect to the accreditation of veterinary medical colleges.

I have read the conflict of interest policy and confidentiality agreement for AVMA Staff participating as a COE site visit team member and by signing this document confirm no conflict exists for me to serve as a site team member in evaluating the _____.

(Staff Member Name) Signature

Date

21.2 Appendix B — Accreditation Decision Tree



21.3 Appendix C — Guidelines for COE site visit teams – Isolation Facilities/Procedures

Principles:

- It is possible for colleges/schools of veterinary medicine to meet Standard 3, Physical Facilities and Equipment, with a wide range of isolation facilities.
- Other standards are also involved: Standard 9, Curriculum (patient management and care including intensive care, emergency medicine and isolation procedures) and Standard 11, Outcomes Assessment (clinical competencies – health promotion, disease prevention/biosecurity, zoonosis, and food safety).
- The top priority is to educate students on infection control in a safe environment; students must understand the principles and characteristics of an ideal isolation facility.
- It may be possible to mitigate physical facility limitations through the use of effective procedures; emphasis will be placed on implementation of an effective program:
 - Infection control plan must be appropriate for caseload and effectively mitigate facility deficits.
 - Faculty, students, and staff must have an in-depth knowledge and understanding of the infection control plan.
 - Evidence of program effectiveness must be available, for example, nosocomial infection rate, results and analysis of microbial surveillance.

Facilities – “Ideal” General Characteristics:

- Separation from high traffic areas and other animals which might be infected
- Single purpose use
- Equipment and materials dedicated to this area
- Negative pressure air flow
- Ante room
- Easily cleaned and disinfected surfaces
- Other characteristics?

Procedures Must:

- Ensure personnel follow infection control policies related to personal hygiene, patient care, and disinfection of equipment facilities
- Include method(s) to identify potentially infectious diseases upon entry to the hospital
- Address various types of infectious diseases
 - Respiratory – viral
 - G.I. – viral, bacterial, parasitic
 - Zoonotic diseases
- Include workflow and traffic patterns to reduce risk of cross contamination
- Include disposal procedures for potentially infective material, bedding, and animals to limit the potential for cross contamination
- Include appropriate surveillance methods to ensure procedures are effective

Questions for the Site Team to Explore:

- How often are patients placed in isolation in comparison to the total case load?
- Do clinicians and students apply risk assessment to all patients admitted to the veterinary teaching hospital (VTH) – such as risk of spreading disease, zoonotic potential, increased risk of some types of patients in the VTH (immunocompromised, young, non-vaccinated animals, etc.)
- Does the VTH have a method/system to track disease transmission?
- Does the VTH monitor or track potential antimicrobial resistance in their patients?
- Is there a method/procedure to segregate or not admit animals suspected of a specific infectious disease such as:
 - Canine parvo virus, or other types of viral diseases
 - Feline upper respiratory disease
 - Neonatal ruminants with cryptosporidiosis
 - Any animal with Salmonella

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- Does the VTH have a biosecurity report that is shared with faculty, students, and staff?
- Is there an active educational process to inform all members of the VTH on issues of biosecurity?
- Are there easily accessible and understood procedures for infectious disease control and is there evidence that the procedures are effective?

Are surveillance results used to evaluate program effectiveness?

21.4 Appendix D — Participation of Site Visit Observers

As a principal goal of accreditation is to improve educational outcomes, we recognize that observation of the practices of the Council of Education as they conduct veterinary accreditation site visits is of value to certain individuals. To facilitate this process, the following policies have been established.

Observers are welcome to participate in COE site visits if the following conditions are met.

1. Each observer must be a(n):
 - a. Dean of an accredited school or college of veterinary medicine or
 - b. Recently appointed COE member or
 - c. AVMA Executive Board member or
 - d. Dean of a non-accredited school or college of veterinary medicine or
 - e. Veterinarian or professional educator serving in a leadership role in a veterinary accrediting body with which the AVMA has established a working relationship (the COE will determine when such a relationship exists).
2. The chairperson of the site team and the Dean of the host institution must agree to each proposed observer¹.
3. A total of two observers (from all sources) may be accommodated on each site visit. Observers will be selected on a first come, first served basis within the constraints of the priority list in Item 1 (see above).
4. Observer requirements

All observers must:

- a. Arrange to pay the full costs of their participation in the site visit.
- b. Assume full liability for personal safety during the site visit.
- c. Be competent in spoken and written English.
- d. Attend all functions of the site visit.
- e. Sign a COE confidentiality statement.
- f. Sign a COE conflict of interest statement.
- g. Prepare for the site visit by reading information provided.

¹ Observers from the RCVS require only approval by the dean.

21.5 Appendix E — Philosophy and Interpretations of the COE

Introduction

This section of the manual is included to provide a sense of the philosophy and interpretations expressed by various Councils over the years relative to specific accreditation matters. Items included herein do not represent any official Council or AVMA policy. They may be revised, added or deleted on the basis of Council action.

This is in contrast to the main body of the manual which represents official Council and AVMA policy on matters relating to accreditation.

Admission

The Council encourages schools to utilize appropriate individuals (qualified Psychologists) within the university to aid admissions committees in defining and developing improved parameters for selection of students based on the objectives of the school and the needs of society. Studies to aid in defining entering characteristics of students should also assist in planning more flexible educational programs and resources for effective learning.

Admission committees should emphasize in the selection of candidates evidence of scholarly endeavor, acceptable writing skills, analytic skills, and ability to learn independently.

Animal Ownership

The Council encourages the inclusion of instruction in responsible companion animal ownership in the veterinary curriculum. This should include concern for overpopulation, injuries to human beings, environmental pollution, zoonotic disease transmission, nutrition, and prevention of injury and disease.

Caged Bird Medicine

The veterinary profession has a responsibility to provide service in the treatment of disease and maintenance of health in caged birds. Because graduates need to be prepared to meet the demand for such service, colleges should include pertinent material in the curriculum.

Canadian Representative

The Council on Education has agreed that a representative from the Canadian Veterinary Medical Association will be a member of the evaluation teams at US, Canadian, and foreign colleges of veterinary medicine, the expense of the representative to be borne by CVMA.

Site visit teams assigned to evaluate Canadian colleges will include two representatives of the Council and three members appointed and funded by CVMA. A sixth member will represent the provincial veterinary medical association of the province where the college is located and will be funded by AVMA. AVMA staff will organize the evaluation proceedings, provide secretarial service in developing the report of evaluation, and accompany the site visit team. AVMA accreditation policies and procedures will be followed.

One of the representatives of the Council will be appointed chair of the team. At least one representative from each country will represent clinical science and at least one representative from each country will represent basic science.

Consultation

The Council welcomes inquiries relative to further interpretation of the “Standards of an Accredited College of Veterinary Medicine” as published. AVMA staff will respond willingly to solicitations for advice and guidance in the solution of the individual problems of a college of veterinary medicine as they may relate to accreditation.

Cooperative Programs in Veterinary Medicine

A Cooperative Program in Veterinary Medicine consists of a federation of two or more accredited colleges which have affiliated to provide specifically defined components of the educational program of the cooperating institutions. Its purpose is to provide innovative comprehensive programs which may be shared by multiple colleges in an effort to enhance the quality and depth of the instructional process of the specific component, and the efficiency in utilization of specialized resources.

Implementation of such a program may result in economic savings to the participating institutions, contribute to the development of creative educational approaches, provide efficient utilization of facilities, equipment, and specialized faculty, and increase the overall quality of graduates of the professional program.

Consideration for establishment of a cooperative program in veterinary medicine should include:

1. A cooperative administrative plan agreed upon by all of the institutions involved in the program.
2. Well-defined and diligently practiced procedures for accommodating the relocation of students participating in the program.
3. A mechanism which provides for evaluation of the Cooperative Program in relationship to the accreditation process for each of the participating colleges.

Curriculum

The Council encourages the development of institutional individuality and the achievement of excellence without the establishment of uniformity. It is recognized that state, regional, national, and international needs may differ and that only a few schools may need to offer certain unique programs.

- a. In its evaluation of the professional curriculum, the Council will consider the stated objectives and performance criteria of the school and how well they appear to meet the needs of the student, society, and the profession.
- b. Curriculum planning should reflect:
 1. The results of research on learning and teaching.
 2. Results of studies to determine critical performance requirements for veterinarians.
 3. Efforts to design and provide learning experience that are consistent with the objectives of the curriculum.
 4. Recognition that students learn at different rates and in different ways.
 5. The application of fundamental principles of evaluation to each student's progress in terms of stated performance criteria or objectives.
- c. The Council wishes to foster innovation and experimentation in curriculum planning and development with the following basic guidelines:
 1. Such experiments should be planned in consultation with experts in criterion evaluation of learning to provide objective and subjective criteria for periodic evaluation of the changes.
 2. Revisions to provide for elective programs, multiple options, track systems, or areas of concentration within the professional curriculum should be designed to maintain a core of performance criteria to assure that the graduate veterinarian will be able to serve society in the several generally accepted areas of veterinary medical responsibility; that he have fundamental habits of learning and basic skills and knowledge to continue development as a specialist in one or more areas through graduate and continuing education.
 3. Schools intending to make significant revision of the curriculum, their objectives, or major learning experiences, are requested to consult with the AVMA staff during the planning of such changes, so that the Council is kept informed and may respond in an appropriate manner.
- d. Curriculum should be under continuing review and revised as deemed necessary to meet the changing needs of students, society and the profession. Learning experiences should be designed to develop habits of self-education and self-assessment.
 1. In view of changes occurring in food animal medicine and the increased emphasis on preventive medicine and herd health programs, schools should review the learning experiences in these educational programs and revise them as appropriate. In addition, the relationship of food animal medicine and food safety should be an integral part of the curriculum.
 2. The Council also wishes to encourage learning experiences for students in work-study programs utilizing public and private practitioners of veterinary medicine as preceptors. Preceptorship or extern programs can augment and enhance learning experiences for students in specialized as well as more general types of public and private practice. These programs should be carefully planned and evaluated in accordance with the objectives of the program and resources available.

The professional degree curriculum should emphasize the acquisition and development of skills, values, and attitudes at least as much as the acquisition of knowledge. Didactic instruction should be limited to provide unscheduled time for independent study and problem solving activity. Evaluation should include the measurement of analytic skill as well as the ability to recall facts.

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The curriculum as a whole should encourage humane stewardship of animals, contribute to improved understanding of animal needs, and provide opportunities to consider the scientific, ethical, philosophical, and moral values associated with the use of animals in teaching, research, safety testing, and commercial production.

Over the past several years the AVMA has held numerous task force meetings which have considered all aspects of the profession. These meetings have identified several critical areas necessary for the success of entry-level veterinarians. Many of these issues have a common basis in business and interpersonal management skills.

Integration of the following items throughout the curriculum is believed to be important to the success of new veterinary graduates. Time management, organizational behaviors, communications skills, the time value of money, personal financial management, personal work ethic and contemporary business are necessary in order to succeed in today's professional environment. Additionally, the aforementioned concepts should be extended to externships in the form of written objectives.

Degrees

The Council on Education considers the use of the words "Veterinary Medicine" or "Veterinary Science" in any academic degree below the professional level to be undesirable. The award of such degrees is discouraged because of the danger of confusing the public as to who is, and who is not, capable of delivering professional veterinary service.

Diagnostic Laboratories

The Council recognizes that diagnostic laboratories constitute a very important educational resource, and strongly encourages each accredited college of veterinary medicine to develop and maintain a close working relationship with an appropriate diagnostic laboratory.

Faculty

The Council emphasizes the need for faculty to have and maintain a knowledge of:

1. Learning theory.
2. Results of research on learning and teaching.
3. New developments in the use of technology and learning resources.

The Council will evaluate:

1. Curriculum planning.
2. The general development of educational resources and their use.
3. The general use of instructional objectives, including performance criteria, and
4. Methods and criteria used for evaluation of students' learning.

Veterinary Public Health & Food Safety

A significant societal need is the assurance of a safe and wholesome food supply. Veterinary medical education should provide veterinary students learning experiences which will enable them to assure that animals utilized for food are free of disease and unacceptable drug or chemical residues.

It is equally important to provide veterinary students learning experiences, which emphasize the relationship of zoonotic disease and human health and the actions required to prevent the transmission of these conditions.

For the ongoing benefit of society, continuing education and motivation in relation to these responsibilities following graduation should be an important goal of veterinary medical education and the profession.

Foreign Animal Diseases

Foreign animal diseases and the indigenous "look-a-likes" should be adequately covered in required courses in the curriculum. Students need to learn that foreign animal diseases are constant threats to animal and human health in this country.

Human/Animal Bond and Animal Behavior

The Council on Education recognizes the existence of the Human-Animal Bond (HAB) and its importance to client and community health, that the HAB has existed for thousands of years, and that the HAB has major significance for

veterinary medicine because, as veterinary medicine serves society, it fulfills both human and animal needs. The Council has reviewed documents on and surveys about the status of veterinary medical education in the areas of human/animal bond and animal behavior. The Council will continue to review, monitor, and promote the improvement of these subject matter areas in the veterinary medical curriculum.

Laboratory Animal Medicine

The Council on Education encourages humane care, treatment, and handling of laboratory animals. It evaluates in a concerned manner the adequacy of laboratory animal facilities, compliance with the guidelines for the Care and Use of Laboratory Animals and the education program in laboratory animal medicine during visits to each institution. The ideal, of course, is accreditation by the Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC) or, in Canada, the Canadian Council on Animal Care (CCAC). However, the Council does not perceive AAALAC or CCAC accreditation of the laboratory animal program as being absolutely essential for a program in veterinary medical education. The Council evaluates each school as it complies with the published standards of an acceptable veterinary medical school without regard to whether it has been accredited by the various specialty organizations.

Learning Disabilities

The Council on Education expresses its concern that persons with disabilities, including learning disabilities, receive appropriate consideration as required by the Americans with Disabilities Act of 1990 (ADA) in both education and testing situations. In particular, the Council wishes to inform licensing agencies, e.g., National Board Examination Committee, state licensing boards, of the need to comply with this act (ADA) which requires that examinations (and the application process) for licensure/certification/credentialing be accessible to persons with disabilities. Thus the policies of such licensing/testing agencies must comply with this law. Organizations or persons desiring more information about these requirements for testing accommodations are referred to the publication "Exam Accommodations Reference Manual" which is available from the Association on Higher Education and Disability, 107 Commerce Center Drive, Suite 104, Huntersville, NC 28078, Phone 704/947-7779 (website: <http://www.ahead.org>).

Libraries

The Council does not plan to establish any standards for libraries in colleges of veterinary medicine beyond those listed in the "Standard Requirements."

The Council does not plan to develop a list of recommended publications or books for veterinary college libraries, since such a list tends to become a maximum as well as a minimum requirement, thereby serving to reduce rather than expand the acquisition of new information.

Objectives

The Council encourages each school to develop well-defined educational and outcomes criteria. Such objectives and outcomes criteria should serve as the basis for evaluation of learning by students in the professional curriculum.

Postdoctoral Education

The term "postdoctoral education" includes post DVM/VMD learning experiences which contribute to an increase in knowledge and competence of veterinarians, including, but not necessarily limited to:

1. Internships or residencies with or without the objective of board certification.
2. Graduate programs leading to a master's degree or another doctoral degree.
3. Formal academic courses without degree objectives.
4. Seminars, short courses, conferences, with or without award of certificates, academy credit, and/or Continuing Education Units (CEU).
5. Other college-sponsored or recognized learning experiences with or without award of CEU or other credit.
6. School motivated learning experiences recognized as continuing education which add to knowledge and competency of veterinarians.

Preceptorship

The Council recognizes the value of preceptorship programs to broaden students' knowledge of various modes of veterinary practice.

Relation to Other Colleges

Veterinary medicine occupies a unique position as a bridge between medicine, agriculture, and biology. Colleges of veterinary medicine that enjoy close geographical and functional relations with schools of medicine and agriculture and with departmental or other groupings in the biological sciences are greatly strengthened.

Role of State & Canadian Veterinary Medical Associations

- A. Each site visit team designated by the Council on Education to evaluate a college of veterinary medicine in the accreditation process includes a representative of the Canadian Veterinary Medical Association and a representative of the state veterinary medical association of the state in which the college is located. These members are designated by the organizations they represent. Other members of the committee are elected members of the Council on Education or site team associates, assigned to the committee by action of the Council. The dean of the college concerned has the right to challenge the appointment of any member of the committee and request replacement.
- B. Team members representing CVMA and the state veterinary medical association are considered to be full voting members of the site visit team. They will be expected to:
 1. Review the self-evaluation report and other material provided by the college, and note any apparent discrepancies with the Standard Requirements of an Accredited College of Veterinary Medicine.
 2. Accept assignments by the committee chair of specific parts of the evaluation report for which they will have primary responsibility.
 3. Participate in all phases of the site visit. When the site visit team is divided into clinical and preclinical groups, the CVMA and state VMA representatives are free to choose which group they will join. They will be welcome to ask any pertinent questions during the various meetings included in the visit, and are expected to take notes of the information gathered at those meetings.
 4. Serve as resources for information and attitudes from their organizations. The representative of the state VMA particularly will be expected to provide input concerning the relationships of the college to the general public and the veterinarians in the state.
 5. Participate in the development of the evaluation report. This function will begin at the executive sessions during the visit, and continue through the review of whatever number of drafts are circulated by mail during the ensuing weeks.
 6. Terminate their service with the committee upon completion of the report of evaluation. They will not attend the meeting of the COE at which the report is reviewed and acted upon.
 7. Observe the confidentiality of the information obtained during the evaluation process. The findings and opinions of the review committee and the site visit team are not to be discussed with anyone outside those bodies. The content of the evaluation report is disclosed only to the college, its parent university, and the COE. Great damage can be done to the college and to the Council by the dissemination of isolated facts without the total background. Strict observance of confidentiality by the committee is the key to getting full and uninhibited disclosure from the college.
 8. Recognize that the site visit is a fact-finding mission, and is neither an instructional nor a social occasion. When administrators, faculty, or students want advice, they ask. It is not appropriate for team members to volunteer personal opinions or references to procedures at other colleges.
- C. With the exception of foreign veterinary colleges, the AVMA reimburses state VMA or provincial representative participant expenses, and the CVMA pays the expenses of their participant(s) on accreditation site visit teams.

Safety of Animals and Handlers

Members of the COE place a great deal of emphasis on safety of animals and handlers, students, and faculty members. In standard 3 (physical facilities and equipment) and standard 9 (curriculum), mention is made of humane care and treatment of animals as well as a mandate to maintain clinical equipment to allow examination and treatment. A prime consideration of the site visitors is the issue of safety as related to physical facilities and equipment, personnel, and animals.

Specialty Education

A. Definitions

Internship - An internship shall be one year of flexible rotating clinical training in veterinary medicine beyond the professional degree.

Residency - A residency shall be advanced, structured, clinical training in a specialty in veterinary medicine taken after completion of an internship or its equivalent.

Veterinary graduates should have:

1. An understanding of the importance of quality control (peer-evaluation) in the generation and dissemination of new knowledge (i.e., to distinguish between what is known, what is anecdotal, and what is unknown).
2. An ability to read and critically evaluate the scientific (veterinary medical) literature.
3. An ability to generate, record, standardize, evaluate, manage, and retrieve high quality data.
4. An understanding of the ways in which the research enterprise links veterinary medicine to other sciences, such as animal behavior, drug safety and development, animal science and husbandry, human medicine, etc.
5. An ability to apply the scientific thought process (hypothesis testing) to individual case evaluation.
6. An ability to apply new knowledge to the practice of veterinary medicine (i.e., apply a new surgical technique).
7. An ability to define the current limit of knowledge, and therefore identify priorities for where new knowledge is needed.
8. An ability to educate clients and the public regarding the current status and need for new knowledge in veterinary medicine.