

## CVTEA Self-Study Report -2022 Example Only

Test Organization

Self-Study Submission Requirements

### AVMA CVTEA Self-Study Report - 2022

Based on Standards of Accreditation published July 2021

The purpose of the self-study is to:

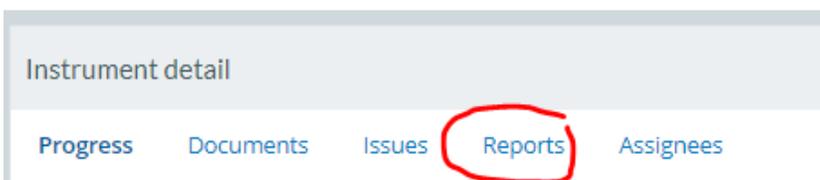
- Provide the program with an opportunity to describe and evaluate its educational process in detail,
- Allow the program to take corrective action to improve its organizational efficiency and the quality of the educational services,
- Ensure that the program is properly oriented and prepared for a site visit, and
- Provide the site team with a complete and accurate description of all facets of the program.

The Program must complete the Self-Study Instrument, according to the instructions provided within.

All self-study reports must be:

- Authored by the Program Director or Interim Program Director and reviewed and approved by any necessary institutional personnel.
- Concise, yet complete. Be judicious in the amount of material included in the report.
- Submitted by the required deadline. Reports may not be submitted any earlier than 8 weeks prior to a site visit and must include the most current data available for student enrollment, graduate numbers, IACUC and Advisory Committee membership, etc.
- Self-study reports received after the required due date may result in a late fee of \$250.

You can print a PDF of the report from this system by choosing the REPORT button under the Instrument detail section.



If you are unsure as to whether or not to include something, contact the AVMA office at [jhorvath@avma.org](mailto:jhorvath@avma.org)

#### Program Information

Administration, faculty, and students should be fully involved in the self-study, and any active advisory committees should have the opportunity for input before the final report is sent to CVTEA. Self-evaluation should be an ongoing activity of the program.

The Program Director of the Veterinary Technology Program must be the primary author of the report.

#### Institution Name

Provide name of Institution/College/University

#### Program Name

What is the program name? (i.e. Veterinary Technology Program, Veterinary Nursing Program)

#### Mailing Address

Provide Program Mailing Address:

|                       |  |
|-----------------------|--|
| <b>ADDRESS LINE 1</b> |  |
| <b>ADDRESS LINE 2</b> |  |
| <b>CITY</b>           |  |
| <b>STATE</b>          |  |
| <b>ZIP CODE</b>       |  |

#### Institutional Officers

Indicate Principal Administrative Officers including positions for the following in the table:

- President
- Dean of Academic Affairs
- Dean of Student Affairs
- Director of Financial Affairs
- Department Head/Division Dean

Add rows as needed.

| <b>Name (Prefix, First, Last)</b> | <b>Position Title (include positions listed above)</b> | <b>Email</b> |
|-----------------------------------|--|--------------|
|                                   |  |              |
|                                   |  |              |

## Report Author

Provide primary author of self-study report

| Name (Prefix, First, Last) | Title | Email | Phone |
|----------------------------|-------|-------|-------|
|                            |       |       |       |

## Institution Type

What is the classification of the institution?

## Degree Options

What type of degree options are available to veterinary technology students?

## Program Modality

Describe the curriculum delivery modality used by the program. (See HELP button for guidance). *To see HELP text, click on question text and then see column to right.*

## Last Site Visit

Provide the year of the last AVMA CVTEA accreditation site visit

## Introduction

Your narrative should be in the third person. For example, instead of stating "Our program began because we believe it was needed in the community" the sentence should be written as "The program began as a result of community demand for veterinary technicians".

## Intro A History

**Briefly** provide a history of the program. (Less than 100 words)

## Intro B Strengths

**Briefly** describe the strengths of the program. (Less than 100 words)

## Intro C Challenges

**Briefly** describe the challenges of the program. (Less than 100 words)

## Intro D Unmet Deficiencies

Do any critical or major deficiencies from your last accreditation evaluation remain unmet? If yes, describe. Otherwise, choose NONE

## Standard 1 - Institutional Accreditation

### 1) Institutional Accreditation - July 2021

An accredited veterinary technology program in the United States must be part of an institution of higher education accredited by, and in good standing with, an agency recognized by the U.S. Department of Education. Non-U.S.

programs must be part of an institution of higher learning recognized by, and in good standing with, the appropriate national, provincial, or regional agency with that authority.

1.A  
Which agency, recognized by the United States Department of Education, accredits the parent institution?

1.B  
Upload the current accreditation status letter from your Institutional Accrerator. **Name this file "1-B-Institutional Accrerator Letter" and then upload.**

No document provided

1.C  
What year was your last institutional accreditation review, and what year is your next institutional accreditation review.

| Last Year of Institutional Accreditation Review | Next Year of Institutional Accreditation Review |
|---|---|
|   |   |

1.D  
What is the current accreditation status granted by the Institutional Accrerator to the Institution?

1.E  
Has the Institutional Accrerator issued any citations or warning of a change in accreditation status to the Institution and/or program?

## Standard 2 - Finances

### 2) Finances - July 2021

Sustainable financial support must be adequate for the program to attain the educational goals and support its mission.

#### Fiscal Calendar

What fiscal calendar does the Institution operate by?

2  
Provide the timeframe you will be using to answer the following questions in this section.

For example, indicate if "current year to date" is January 2021-December 2022 or June 2020- July 2021. Indicate if "one year past" is June 2020-July 2021 or January-December 2020, etc.

| Two Years Past | One Year Past | Current Year Budgeted |
|----------------|---------------|-----------------------|
|                |               |                       |

**Complete all the financial tables in this section according to the Institutional operating calendar you indicated in the previous question above.**

2.A

Provide total Institutional Operating Budget

| Two Years Past | One Year Past | Current Year Budgeted |
|----------------|---------------|-----------------------|
|                |               |                       |

2.A1

Complete the following financial page for **Program Revenue**. Round up to whole numbers.

|        | PROGRAM REVENUE                                 | Two Years Past | One Year Past | Current Year Budgeted |
|--------|---|----------------|---------------|-----------------------|
| R1     | State appropriated funds                        |                |               |                       |
| R2     | Federal funds                                   |                |               |                       |
| R3     | Student tuition and fees                        |                |               |                       |
| R4     | Grants  |                |               |                       |
| R5     | Other (Specify in question below if applicable) |                |               |                       |
| RTOTAL | TOTAL REVENUE OF PROGRAM                        |                |               |                       |

**R5 Other-Specify**

Specify "other" items from row R5 above, if necessary.

2.A2

Complete the following financial page for **Program Expenditures**. Round up to whole numbers.

|        | PROGRAM EXPENDITURES   | UNIT | Two Years Past | One Year Past | Current Year Budgeted |
|--------|--|------|----------------|---------------|-----------------------|
| E1     | Program Personnel-Veterinarians (Include headcount in UNIT column)                       |      |                |               |                       |
| E2     | Program Personnel-Credentialed Veterinary Technicians (Include headcount in UNIT column) |      |                |               |                       |
| E3     | Program Personnel-Other Technical Personnel (Include headcount in UNIT column)           |      |                |               |                       |
| E4     | Program Personnel-Other Instructional Personnel (Include headcount in UNIT column)       |      |                |               |                       |
| E5     | Program Personnel-Non-academic personnel (Include headcount in UNIT column)              |      |                |               |                       |
| E6     | Benefits on salaries (Include headcount in UNIT column)                                  |      |                |               |                       |
| E7     | Equipment  | N/A  |                |               |                       |
| E8     | Supplies   | N/A  |                |               |                       |
| E9     | Other (Specify in UNIT column)   |      |                |               |                       |
| ETOTAL | Total Expenditures of Program  | N/A  |                |               |                       |

## E9 Other-Specify

Specify "other" items from row E9 above, if necessary.

## 2.A3 Proprietary Institutions

**Proprietary Institutions ONLY** - complete the following table. Round up to whole numbers.

|                                  | Two Years Past | One Year Past | Current Year Budgeted |
|----------------------------------|----------------|---------------|-----------------------|
| Total Assets of Institution      |                |               |                       |
| Total Liabilities of Institution |                |               |                       |

## 2.B

Provide total theoretical tuition cost for a student who is a resident of the state (if applicable) to complete the program, based on current tuition, fees, equipment, books, and related costs. Do not include meal plans or housing/room and board. Round up to whole number.

| Category            | Total Cost to Complete Program |
|---------------------|--------------------------------|
| Tuition             |                                |
| Books/Supplies      |                                |
| Other Related Costs |                                |
| <b>TOTAL</b>        |                                |

## 2.C

Are program-specific scholarships or grants available?

## 2.D

Describe adequacy of program budget for program needs. If changes are desired, describe those changes.

## 2.E

What provisions or procedures are available for emergency needs outside the established budget?

## Standard 3 - Organization and Communications

### 3) Organization and Communications-**July 2021**

3a. The program must develop, publicize, and follow its mission statement.

3b. There must be clearly defined lines of communication that are open and effective between the institution and the program director, program director and faculty/adjuncts, between program personnel, and between program personnel and students.

3c. Program relationships with students, faculty, administrators, and the public must be conducted with integrity. Policies and available educational services for veterinary technology students must be clearly defined.-

3d. The CVTEA must be apprised of changes in administration, organization, association with the parent institution, and major changes in the curriculum, faculty, or stated objectives. All changes must be reported to the CVTEA and conform with substantive change reporting requirements and describe how the program will continue to comply with accreditation Standards. It is expected that the program director of interim program director be included in all program reporting. (see *AVMA CVTEA Substantive Change Report*)

3e. The program must have an advisory committee that meets at least annually to provide counsel regarding equipment, curriculum, demographic trends and other matters pertaining to the veterinary technology profession. Membership must include veterinarians and veterinary technicians with diverse professional interests, not currently affiliated with the program. Representation should include credentialed veterinary technicians, veterinary technician students, industry representatives, and public members.

3f. Programs with agreements between two or more institutions are recognized. The institution accredited by the CVTEA is declared the parent (home) institution and grants the degree or certificate.

3g. Communication and interactions with veterinary technician educator associations, veterinary medical associations, and veterinary technician associations should be maintained.

### 3.A

Provide the mission statement for the program. (Less than 50 words)

### 3.B

What is the primary focus of the program? check all that apply.

### 3.C

Describe where the program fits within the organizational structure. Describe the line of communication between the program and the institution's administration.

### 3.D

Upload an organizational chart, showing placement of the program. **Name this file "3-D-Organizational Chart" and then upload.**

No document provided

### 3.E

How many members serve on the program advisory committee?

### 3.E1

How many non-faculty/staff/personnel members serve on the program advisory committee? These are the members that are not affiliated with the program or the institution.

### 3.E2

Upload a membership roster of the program advisory committee. Include representation category (i.e. veterinarian, veterinary technician, public, veterinary supply industry, student, etc.) **and email address** for each member. **Name this file "3-E2-Advisory Committee Roster" and then upload.**

No document provided

### 3.E3

Upload copies of the minutes of the last two program advisory committee meetings. **Name these files "3-E3-PAC Minutes-Date 1" and "3-E3-PAC Minutes-Date 2" and then upload.** *Use the Documents tab found in the right column to upload multiple documents.*

NOTE: Program advisory committee members will be sent a survey prior to the site visit to provide feedback to the site team in lieu of an advisory committee dinner.

### 3.F

How would you describe communication between the program and key stakeholders (administration, faculty, advisory committee, students)?

### 3.G

Describe the process faculty/personnel have to provide input into the program, including adequacy of clinical resources, facilities, and other suggestions for program improvement.

### 3.H

Describe any improvements in communication needed, if applicable.

## Standard 4 - Physical Facilities and Equipment-Part 1

### 4) Physical Facilities and Equipment- July 2021

4a. All aspects of the physical facilities must provide an environment conducive to learning and the achievement of the educational goals.

Classrooms, teaching laboratories, and other teaching spaces shall be clean, maintained in good repair, adequate in number, appropriate in capacity, and provided with sufficient equipment to meet the instructional need and the number of students enrolled.

4b. All clinical facilities for primary learning must emulate contemporary veterinary facilities. Standard types of laboratory and clinical equipment, consistent with those used in contemporary veterinary facilities, shall be provided. Programs must have access to all items listed in the *Equipment and Instructional Resource List Appendix* over the sum total of all primary learning sites.

4c. Office space must be sufficient for the instructional, advisement, and administrative needs of the faculty, staff, and program.

4d. Animal housing must be consistent with accepted humane standards and federal and state regulations. See 5b.

4e. Safety of students, program personnel, and animals must be of prime consideration. (see *Statement on Safety Appendix*).

4f. All use of drugs, biologics, reagents, and other materials used in conjunction with animal care must be in compliance with state and federal regulations including current dating and appropriate labeling. Materials used for demonstration purposes must be appropriately identified and stored. Controlled substances shall be stored and logged in accordance with state and federal regulations.

4g. Waste management shall be appropriate for the needs of the program and consistent with regulatory agency requirements.

4h. Storage must be sufficient for program needs.

#### 4.A1

Provide **images and/or video file(s)** of all **ON-CAMPUS** primary learning facilities used by the program (i.e. campus clinical and laboratory facilities, large animal facilities, etc.).

**Upload these images to the program's preferred secure cloud based server** and provide the link to AVMA staff. For example, the program may choose to use One-Drive, Google Drive, Dropbox, or the institution's learning management system (LMS), or another cloud based server.

Video evidence submitted must include all facilities and equipment available for primary learning available on campus. Primary learning is first-time practice and/or completion of essential skills. Primary learning sites include

any location where hands-on essential skills are being assessed by the program. This does not include externship/internship/preceptorship sites.

**Each filename should start with "4-A1" followed by a self-explanatory room/location descriptor (i.e. "4-A1-Surgery Room"; "4-A1-Kennel" .**

**Instructions for taking video and images:**

- Most newer iPhones (or android equivalent) provide video of sufficient quality; however, CVTEA recommends use of a video stabilization device such as a Gimble.
- Record and upload in the highest quality possible.
- Record multiple short videos rather than one long video to keep file size down.
- Videos should not include people and provide a 360 degree view of facilities

**Each video tour should include the following:**

- Facilities/building tour
- Animal housing and animal holding areas
- Safety labeling and signage (Radiology, biohazardous waste, refrigerators, eyewash stations, etc.)
- Additional still photographs of safety signage will assist the team
- Secondary labeling (OSHA compliance)
- SDS binder(s) or description of electronic access
- Controlled substances storage, and controlled substances log
- Radiology safety equipment (PPE, dosimetry badge storage)
- Radiology equipment (fixed, portable, and dental radiology equipment)
- Anesthetic monitoring equipment
- Anesthesia machines
- Surgical suite(s)
- Clinical pathology equipment (blood analyzer machines, centrifuges)
- Microbiology incubator

**4.A2**

Provide a third-person narrative description for all **On-Campus primary learning facilities** used by the program (i.e. classrooms, laboratories, surgical suites, storage areas). Add rows as needed.

| Facility Area (i.e. Classroom, Laboratory, Surgery Suite) | Approximate Total Square Footage | Facility Description. Describe how facility is used by the program. For classrooms and laboratories, include total seating capacity. Provide brief narrative in third person (less than 50 words). |
|---|----------------------------------|--|
|   |                                  |  |
|   |                                  |  |

**4.B1**

Provide **images or video file(s)** of all **OFF-CAMPUS** primary learning facilities used by the program (i.e. clinical and laboratory facilities, large animal facilities, avian facilities etc.).

**Upload these images to the program's preferred secure cloud based server** and provide the link to AVMA staff. For example, the program may choose to use One-Drive, Google Drive, Dropbox, or the institution's learning management system (LMS), or another cloud based server.

Video evidence submitted must include all facilities and equipment available for primary learning with an emphasis on facilities and equipment not available on campus. Primary learning is first-time practice and/or completion of essential skills. Primary learning sites include any location where hands-on essential skills are being assessed by the program. This does not include externship/internship/preceptorship sites.

**Each filename should start with "4-B1" followed by a self-explanatory room/location descriptor (i.e. "4-B1-Horse Barn"; "4-B1-Goat Farm").**

See Instructions above in question 4.A1 for taking video and images.

#### 4.B2

Provide a third-person narrative description for all **Off-Campus** primary learning facilities used by the program (i.e. clinical and laboratory facilities, large animal facilities, etc.). Primary learning sites include any location where hands-on essential skills are being assessed by the program.

| Facility Name | Facility Location | Facility Description (use third-person) | Number of students at each site at a given time | Describe how site is used in the delivery of instruction |
|---------------|-------------------|---|---|--|
|               |                   |   |   |  |
|               |                   |   |   |  |

#### 4.B3

Provide photographic or video images of **required equipment not owned** by the Program.

**Upload these images to the program's preferred secure cloud based server** and provide the link to AVMA staff. For example, the program may choose to use One-Drive, Google Drive, Dropbox, or the institution's learning management system (LMS), or another cloud based server.

- Images must include required large animal equipment items and cattle chute with images from all four sides.

**Each filename should start with "4-B3" followed by a self-explanatory equipment descriptor (i.e. "4-B3-Cattle Chute"; "4-B3-Portable Radiograph Machine" .**

4.B4

Describe the criteria used for approval of off-campus primary learning clinical sites.

4.B5

Are memoranda of understanding (MOU) in place with off-campus providers of instructional support? See **HELP button** for further details. To see HELP text, click on the question number and then see right-sided column.

4.B6

Complete the following table for all active Memoranda of Understanding (MOUs) for Instructional Support resources (facilities and animals)

| Facility/Resource Name | Type of Resource Provided | Start Date | Expiration Date |
|------------------------|---------------------------|------------|-----------------|
|                        |                           |            |                 |

4.B6a

If relevant, upload **a list** of all in force MOUs off-campus primary learning sites. Include active date, expiration date, and type of site (+/-) resource provided.

**Name this file "4-B6a\_MOU\_Off-Campus\_List" and then upload.**

4.B6b

If relevant, provide copies of all in force MOUs with off-campus providers.

**Upload to the program's preferred secure cloud based server** and provide the link to AVMA staff. For example, the program may choose to use One-Drive, Google Drive, Dropbox, or the institution's learning management system (LMS), or another cloud based server.

**Each file name should start with "4-B6a" followed by the facility/resource name (i.e. "4-B6a-ABC Clinic").**

4.B7

Describe who is responsible for evaluating and documenting the acquisition of requisite skills at off-campus primary learning sites? Include how student learning activities are monitored by program personnel at off-campus primary learning sites.

4.C

Does the program need or want any non-essential equipment?

Standard 4 - Physical Facilities and Equipment-Part 2

4.D

Are program facilities registered with the U.S. Department of Agriculture (USDA)?

4.D2

Did your last USDA inspection report cite any deficiencies?

4.E

Briefly describe any emergency preparedness or disaster plans in place for the program and the institution.

4.E1

Upload a copy of the Program's emergency plan. **Name this file "4-E1 Emergency Plan" and then upload.**

No document provided

4.E2

Provide images of safety signage (i.e. Radiology, Biohazardous waste, Fridges, Eye wash stations, hearing protection, etc.).

**Upload these images to the program's preferred secure cloud based server** and provide the link to AVMA staff.

**Each file name should start with "4-E2" followed by a self-explanatory descriptor. For example "4-E2-eye wash station", "4-E2-hearing protection".**

4.F

Describe how the program handles and disposes bio hazardous waste materials. If a contracted service is used, identify the contractor.

4.G

Are students required to have rabies prophylaxis to enroll in the program?

4.G1

Upload a copy of the Rabies policy for students. **Name this file "4-G1-Rabies Policy" and then upload.**

No document provided

4.G2

If rabies prophylaxis is not required for students, describe procedures in place to protect students from rabies exposure.

4.G3

If rabies prophylaxis is not required for students, describe procedures in place should a student be bitten by an animal.

4.G4

Upload a copy of the Program's aggressive animal policy. **Name this file "4-G4 Aggressive Animal Policy" and then upload.**

No document provided

4.G5

Upload a copy of the Program's Management of Bites and Scratches policy. If this is included in the Aggressive Animal Policy uploaded in 4.G4, you can reference the same document to this question. If not, **name the file "4-G5-Bites and Scratches Policy" and then upload.**

No document provided

4.G6

Upload the Program Student Pregnancy Policy. **Name this file "4-G6 Student Pregnancy Policy" and then upload.**

No document provided

4.G7

Upload the Program's "whistleblower policy". **Name this file "4-G7 Whistleblower Policy" and then upload.**

No document provided

The next questions relate to on-campus classrooms, laboratories, animal holding areas, and clinical facilities.

4.H

How would you describe adequacy of on-campus rooms and areas, including adequacy of lighting and ventilation.

4.H1

Describe why you rated the adequacy of rooms and areas as you did for Program on-campus facilities.

4.I

How would you describe adequacy of office space for program needs, including privacy of student counseling?

4.I1

Describe any changes needed in office space.

4.J

Describe storage space provided for the program.

4.J1

Describe any changes needed for storage space.

4.J2

Briefly describe electronic student record retention and retrieval system.

Standard 4 - Required Instructional Equipment

4. Instructional Equipment Table

Complete the following table to identify if required **instructional equipment** is owned by the program or available from other resources. If available from other resources, identify the source.

| Required Instructional Equipment  | Does the Program own this piece of equipment? | If equipment is owned, note how many in this column. | If equipment is available at another resource, identify where in this column |
|---|---|--|--|
| Camera  |   |  |  |
| Computer  |   |  |  |
| Microscope with camera or teaching microscope   |   |  |  |
| Electronic Presentation System (e.g. projector, software, learning management system) |   |  |  |
| Video recording and viewing equipment   |   |  |  |
| Large animal skeleton/limbs or veterinary anatomical software system                  |   |  |  |
| Dog or Cat skeleton or veterinary anatomical software system                          |   |  |  |
|   |   |  |  |

Standard 4 - Required Clinical Equipment

4. Clinical Equipment Table

Complete the following table to identify if required **clinical equipment** is owned by the program or available from other resources. If available from other resources, identify the source.

| Required Clinical Equipment         | Does the Program own this piece of equipment? | If equipment is owned, note how many in this column. | If equipment is available at another resource, identify where in this column. |
|-------------------------------------|---|--|---|
| Anesthesia machine-Dog or Cat       |   |  |   |
| Isoflurane                          |   |  |   |
| Non-rebreathing system              |   |  |   |
| Waste anesthetic gas exhaust system |   |  |   |
| Animal gurney or stretcher          |   |  |   |
| Autoclave                           |   |  |   |
| Bandaging/casting material          |   |  |   |
| Bathing equipment                   |   |  |   |
|                                     |   |  |   |

|   |  |  |  |
|---|--|--|--|
| Blood pressure monitoring equipment   |  |  |  |
| Cages complying with federal regulations  |  |  |  |
| Capnometer  |  |  |  |
| Controlled drug cabinet   |  |  |  |
| Dehorner  |  |  |  |
| Dental Equipment-Large Animal-Dental Floats   |  |  |  |
| Dental instruments-Dog or Cat-ultrasonic scaler and polisher including appropriate hand instruments   |  |  |  |
| Electric clippers   |  |  |  |
| Electrocardiograph (with printing capabilities as optional)   |  |  |  |
| Emasculator   |  |  |  |
| Emergency supplies and equipment with accessible emergency drugs and dosages (including, but not limited to, assorted endotracheal tubes, resuscitation bag, assorted intravenous catheter sizes, epinephrine, atropine, lidocaine, face mask(s), sethoscope) |  |  |  |
| Endotracheal tubes  |  |  |  |
| Esophageal stethoscope  |  |  |  |
| Examination tables  |  |  |  |
| Fluid Pump  |  |  |  |
| Hoof trimmers and picks   |  |  |  |
| Microchip scanner   |  |  |  |
| Nail trimmers   |  |  |  |
| Ophthalmoscope  |  |  |  |
| Oral dosing equipment-Laboratory Animal   |  |  |  |
| Oral dosing equipment-Large animal  |  |  |  |
| Oral dosing equipment-Dog or Cat  |  |  |  |
| Oral speculum-dog or cat (mouth gag)  |  |  |  |
| Orthopedic equipment  |  |  |  |
| Otoscope  |  |  |  |
| Pulse Oximeter  |  |  |  |

|   |  |  |  |
|---|--|--|--|
| Scales, animal  |  |  |  |
| Stethoscope   |  |  |  |
| Surgical instruments, basic   |  |  |  |
| Surgical lights   |  |  |  |
| Surgical tables   |  |  |  |
| Syringe-Large animal multi-dose injection syringe                             |  |  |  |
| Temperature monitoring device (e.g. thermometer)                              |  |  |  |
| Tonometer   |  |  |  |
| Tourniquet  |  |  |  |
| Tubes-feeding and gavage  |  |  |  |
| Vaginal speculum  |  |  |  |
| Warming device (e.g. circulating warm water blanket, forced warm air blanket) |  |  |  |

Standard 4 - Required Restraint Equipment

4. Restraint Equipment Table

Complete the following table to identify if required **restraint equipment** is owned by the program or available from other resources. If available from other resources, identify the source.

| Required Restraint Equipment  | Does the Program own this piece of equipment? | If equipment is owned, note how many in this column. | If equipment is available at another resource, identify where in this column. |
|---|---|--|---|
| Laboratory Animal-rodent  |   |  |   |
| Cattle chute (a restraint device whereby the animal head is fixed and the back and sides are closed to allow safe examination and treatment of patient) |   |  |   |
| Large Animal-Twitch   |   |  |   |
| Large Animal-Ropes  |   |  |   |
| Large Animal-Halter   |   |  |   |
| Dog or Cat-Elizabethan collar   |   |  |   |
| Dog or Cat-Restraint pole   |   |  |   |
| Dog or Cat-Muzzle   |   |  |   |

Standard 4 - Required Laboratory Equipment

#### 4.Laboratory Equipment Table

Complete the following table to identify if required **laboratory equipment** is owned by the program or available from other resources. If available from other resources, identify the source.

| Required Laboratory Equipment            | Does the Program own this piece of equipment? | If equipment is owned, note how many in this column. | If equipment is available at another resource, identify where in this column. |
|--|---|--|---|
| Centrifuge                               |   |  |   |
| Clinical chemistry analyzer              |   |  |   |
| Manual (differential) blood cell counter |   |  |   |
| Electronic blood cell counter            |   |  |   |
| Hand tally cell counter                  |   |  |   |
| Incubator                                |   |  |   |
| Microhematocrit centrifuge               |   |  |   |
| Microscopes                              |   |  |   |
| Refractometer                            |   |  |   |

#### Standard 4 - Required Radiographic Equipment

#### 4.Radiographic Imaging Equipment Table

Complete the following table to identify if required **radiographic Imaging equipment** is owned by the program or available from other resources. If available from other resources, identify the source.

| Required Radiographic Imaging Equipment    | Does the Program own this piece of equipment? | If equipment is owned, note how many in this column. | If equipment is available at another resource, identify where in this column. |
|--|---|--|---|
| Aprons & gloves, protective                |   |  |   |
| Calipers                                   |   |  |   |
| Cassette holders                           |   |  |   |
| Directional/Positional markers             |   |  |   |
| Lead eyeglasses (if required by state law) |   |  |   |
| Protective thyroid collar                  |   |  |   |
| Radiation safety badges                    |   |  |   |
| Storage racks for gloves and aprons        |   |  |   |
| Radiographic machine-                      |   |  |   |

|                               |  |  |  |
|-------------------------------|--|--|--|
| fixed                         |  |  |  |
| Radiographic machine-portable |  |  |  |
| Radiographic machine-dental   |  |  |  |

Standard 5 - Resources for Clinical Instruction

5) Resources for Clinical Instruction- July 2021

- 5a. Programs must follow all applicable federal and state regulations and guidelines for the care and use of animals utilized by the program. The CVTEA endorses the principles of humane care and use of animals as codified in the Animal Welfare Act (AWA) and requires programs to follow AWA regulations and policies with respect to all animal use. All animal activities conducted by a program must be reviewed and approved by an animal care and use committee whose structure and functions are in accord with AWA requirements.
- 5b. Adequate numbers of common domestic and laboratory animal species are required to provide the necessary quantity and quality of clinical instruction to meet curriculum requirements without overuse of the animals or violation of AWA requirements for humane use and care (see *Use of Animals in Veterinary Technology Teaching Programs Appendix*).
- 5c. Models and other alternate methods of teaching that are consistent with the goals of the curriculum must be considered to replace, reduce or refine animal use.
- 5d. Records and logs for animals used by the program must be comprehensive and accurately maintained.
- 5e. Off-campus providers of instructional support must meet objective requirements set by the program with respect to the physical facilities, staff, and available equipment. A memorandum of understanding or contractual arrangement must be established with all off-campus sites including, but not limited to, externship, preceptorship, and distance learning sites. (See *Off-Campus Clinical Instruction Appendix*)
- 5f. If program staffed clinical veterinary services are offered, documented evidence must exist that clients are informed that student instruction is a major component of patient care. The primary purpose of such clinical veterinary services, regardless of animal ownership, must be teaching, not revenue generation.

5.A

Describe how the program ensures that adequate numbers of animals are available to provide sufficient hands-on experiences for each student?

5.B

What is the student to animal ratios for laboratories? Complete the table below.

| Species Type       | Student to Animal Ratio |
|--------------------|-------------------------|
| Small Animals      |                         |
| Large Animals      |                         |
| Laboratory Animals |                         |
| Birds              |                         |

5.C Species Table

From where are animals that are used in the program procured? Are there memorandum of understanding in place with these sources?

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

| Required Species   | Does the Program own the species? | Source(s) of where animals are procured (list all) | Is a Memorandum of Understanding in place with the source? |
|--|-----------------------------------|--|--|
| Cats   |                                   |  |  |
| Dogs   |                                   |  |  |
| Horses/ponies/donkeys/mules                              |                                   |  |  |
| Cattle   |                                   |  |  |
| Rabbits  |                                   |  |  |
| Rats or Mice   |                                   |  |  |
| Birds (e.g. pigeons, chickens, parrots, cockatoos, etc.) |                                   |  |  |

5.D

How are animals transported from the sources to the program?

5.E

How many members serve on the Institutional Animal Care and Use Committee? (IACUC)

5.E1

Upload a roster of your IACUC members indicating designated role (e.g. chair) **Name this file "5.E1 IACUC Roster" and then upload.**

No document provided

5.E2

Who serves as the Institutional Official?

5.E3

Upload copies of the minutes of the last two IACUC meetings. **Name these files "5.E3 IACUC Minutes-Date 1; 5.E3 IACUC Minutes-Date 2" and then upload.** Use the Documents tab in the right column to upload multiple documents.

5-E4

Provide evidence of reporting to the Institutional Official for at least the past 12 months.

**Upload this documentation to the program's preferred secure cloud based server.**

Begin each filename with "5-E4" followed by a descriptor of your choice.

5-E5

Provide copies of all animal care and use protocols.

**Upload these documents to the program's preferred secure cloud based server.**

Begin each file name with "5-E5" followed by a descriptor of your choice.

5-E6  
Upload **a list** of all in force MOUs with clinical resources. Include active date, exit strategy time frame and type of resource provided.

**Name this file "5-E6\_Clinical Resource List-MOU" and then upload.**

5-E7  
Provide copies of all signed MOU's with animal resources and off-campus providers of clinical instruction.

**Upload these documents to the program's preferred secure cloud based server.**

Begin each file name with "5-E7" followed by a descriptor of your choice.

5-E8  
If applicable, provide documentation of any other requirements, or policies referenced in the MOUs, for providers of resources and off-campus clinical instruction.

**Upload these documents to the program's preferred secure cloud based server.**

Begin each file name with "5-E8" followed by a descriptor of your choice.

5.F  
Who is in charge of animal care?

5.G  
Briefly describe how teaching models are used in program instruction.

5.H  
Are clinical services provided to the public? For example, wellness or vaccine clinics to the general public. This excludes services that may be provided to staff and students.

5-I  
Provide medical logs utilized by the program, including controlled substance log and/or mock controlled substance log.

**Upload these documents to the program's preferred secure cloud based server.**

Begin each file name with "5-I" followed by a self-explanatory descriptor of choice.

5-I1

Provide documentation on how students are taught medical recordkeeping.

**Upload these documents to the program's preferred secure cloud based server.**

Begin each file name with "5-I1" followed by a self-explanatory descriptor of choice.

5-I2

Provide samples of medical records of canine and feline anesthetic or surgical patients (at least 2 of each, with personal information redacted).

Provide examples of horse, dog, cat, and dental radiographs completed by students (3-6 of each species, for a total of 15-20 radiographs), completed within the last 12 months.

**Upload these documents to the program's preferred secure cloud based server.**

Begin each file name with "5-I2" followed by a self-explanatory descriptor of choice.

Standard 5 - Animal Resources Table

Complete the following charts. Provide numbers of each available species for teaching purposes.

**Distance Education programs ONLY - do not complete tables - answer the questions at the bottom of this section.**

5 Companion Animal Resources Table

Complete the following **Companion Animal Resources** table. Species indicated with an asterisk (\*) are required. **If the number of species is ZERO, enter "0".**

| Companion Animals            | Numbers owned by the program | Number of animals used in most recent academic year |
|------------------------------|------------------------------|---|
| Cats*                        |                              |   |
| Dogs*                        |                              |   |
| Horses/ponies/donkeys/mules* |                              |   |

5 Food Animal Resources Table

Complete the following **Food Animal Resources** table. Species indicated with an asterisk (\*) are required. **If the number of species is ZERO, enter "0".**

| Food Animals | Numbers owned by the program | Number of animals used in most recent academic year |
|--------------|------------------------------|---|
|--------------|------------------------------|---|

|                                   |  |  |
|-----------------------------------|--|--|
| Cattle*                           |  |  |
| Small Ruminants (Goats or Sheep*) |  |  |
| Pigs                              |  |  |

#### 5 Laboratory and Exotic Animals Resources Table

Complete the following **Laboratory and Exotic Animals Resources** table. Species indicated with an asterisk (\*) are required. **If the number of species is ZERO, enter "0".**

| Laboratory & Exotic Animals | Numbers owned by the program | Numbers of animals used in most recent academic year |
|-----------------------------|------------------------------|--|
| Gerbils                     |                              |  |
| Guinea pigs                 |                              |  |
| Hamsters                    |                              |  |
| Non-human primates          |                              |  |
| Rabbits*                    |                              |  |
| Rats or Mice*               |                              |  |
| Birds*                      |                              |  |
| Fish                        |                              |  |
| Reptiles                    |                              |  |
| Other-specify               |                              |  |

#### 5.A DL ONLY

**For Distance Education Programs ONLY:** Describe how the program ensures adequate animal resources for students.

#### 5.B DL ONLY

**For Distance Education Programs ONLY:** Describe how the Program addresses student challenges with finding access to a particular species.

#### 5.C DL ONLY

**For Distance Education Programs ONLY:** Describe how the program addresses student challenges with finding access to required equipment.

### Standard 6 - Library and Informational Resources

#### 6) Library and Informational Resources-**July 2021**

6a. Libraries and information retrieval are essential to veterinary technician education and continuing education. Timely access to current information resources pertaining to veterinary technology through print, electronic media, and/or other means must be available to students, faculty, and staff. Students must have access to a qualified resource specialist.

6b. Knowledge of quality information resources, library use and development and application of information retrieval skills must be included in the educational experience.

6.A

Where is the library located in relation to the program facilities? If the program utilizes an online library source, briefly explain the contractual agreement.

6.B

How many hours per week is the library open? Provide total average weekly hours for the primary library used by students or nearest to the program.

6.C

What is the seating capacity of the library?

6.D

What is the name and credentials of the lead librarian?

6.D1

What other library personnel are available and what are their credentials?

| Name (First, Last) | Credentials | Type of Employment |
|--------------------|-------------|--------------------|
|                    |             |                    |
|                    |             |                    |

6.E

How many books are there specifically relate to veterinary technology and veterinary medicine?

6.E1

How many periodicals are there specifically relate to veterinary technology and veterinary medicine?

6.E2

Upload list of titles of all books and periodicals including electronic holdings related to veterinary medicine. **Name your file "6-E2-Library Books-Periodicals" and then upload.** Use the Documents tab to the right to upload files.

6.F

What databases do students have access to that are relevant to veterinary technology?

6.G

What types of digital and/or other learning resources are available to the veterinary technology students, including space, materials, personnel, computers, and other equipment?

6.H

Library Budget. How much money is allocated to veterinary technology-related acquisitions? If there is not a specific amount specifically allocated to the program. Briefly describe how purchase requests are approved and processed.

6.I

Describe the adequacy of library resources.

6.J

Is the library collection of reference books and periodicals current?

6.K

What changes in library services would benefit the program? If none, then click the box for "no changes in library services are desired"

6.L

Explain how students gain knowledge of quality information resources and library use?

6.M

How do students develop and apply information retrieval skills as a part of their educational experience?

## Standard 7 - Admissions

### 7) Admissions-**July 2021**

7a. The institution and program admission policies must be well defined and documented.

7b. Applicants must have a high school diploma or its equivalent. Consideration of the qualifications of applicants for admission must include aptitude for, an interest in, and an understanding of a career in veterinary technology.

7c. The CVTEA recognizes that some institutions must perform under open admissions policies that prohibit selective entry into veterinary technician education programs. However, the development and consistent application of selective admissions standards may be helpful in admitting more qualified students, reducing attrition, and producing graduates who are most likely to succeed, and therefore should be implemented.

7d. Catalogs, website, or other official publications must contain the institutional and programmatic purposes and objectives, admission requirements and procedures, academic offerings, degree granted, and program requirements for completion of the degree, including the existence of any technical standards. This information must include the length of time necessary for completion; policies with respect to satisfactory academic progress; policies on transfer of credits; tuition, fees, and other program costs; refund policies; and national and state requirements for eligibility for credentialing or entry into the field of veterinary technology.

7e. The institution and program must demonstrate integrity and responsibility in student recruitment practices. Admission must be non-discriminatory and in accordance with federal and state statutes, rules, and regulations. Personnel who are knowledgeable about the program and its requirements should conduct student recruitment.

7f. The program director or director's appointee should participate in the deliberations of the admissions committee and selection of students.

7.A

What is the number of times each year that students are enrolled in the program?

7.B

What is the maximum number of students allowed to be admitted to the program for each enrollment period?

7.C

What was the number of qualified applicants for each enrollment period for the current first-year class?

7.D

Number of students entering each enrollment period for the present first-year class.

7.E

Describe the procedure for selecting first-year students. Include minimal scholastic requirements, test used, interview system, documentation required, and special provisions for out-of-state students, if applicable.

7.E1

How are program personnel involved in the admissions process for program students?

7.E2

What changes in admission requirements would benefit the program? If none are desired, click the box "No changes in admissions requirements are needed or desired".

7.F

Is a high school diploma or equivalent required for admission to the program?

7.G

If applicable, provide program admission packet materials.

**Upload these documents to the program's preferred secure cloud based server.**

Begin each file name with "7.G" followed by a self-explanatory descriptor of choice.

7.G1

If applicable, provide program brochures.

**Upload these documents to the program's preferred secure cloud based server.**

Begin each file name with "7.G1" followed by a self-explanatory descriptor of choice.

7.G2

If applicable, provide copies of any 'technical standards' used by the program for admissions to the program.

**Upload these documents to the program's preferred secure cloud based server.**

Begin each file name with "7.G2" followed by a self-explanatory descriptor of choice.

Standard 8 - Students

8) Students-**July 2021**

8a. The number of students must be appropriate to achieve the mission of the program. Enrollment must not exceed the available resources including the number of faculty and support staff needed to meet the educational goals of the curriculum. An appropriate program personnel-to-student ratio must be maintained to ensure student safety and adequate delivery of instruction in program specific courses. Program personnel to student ratios shall not exceed 1:12 for laboratory courses without animals present and 1:8 for laboratory courses with animals present.

8b. Student support services must be available within the institution for program students. Interactions between students and faculty/staff must be sufficient to communicate expectations for successful academic performance, provide feedback for improvement of skills and knowledge, and encourage professional growth and development.

8c. Throughout the curriculum, students must be exposed to veterinary team concepts and appropriate modeling of ethical and professional behavior.

8d. Students should be encouraged to form a student organization, and this organization should become an affiliate of the National Association of Veterinary Technicians in America (NAVTA) and appropriate state veterinary technology associations. Students should be encouraged to be active in local, state, and national veterinary technician organizations.

**8.A**

Provide **Institutional enrollment**. This is total number of students (head count) for the entire Institution (all programs offered):

|   |  |
|---|--|
| <b>Total institutional head count:</b>  |  |
| <b>Full-time equivalent for institutional enrollment:</b><br>FTE is a calculation based on the sum of credits carried by all students divided by the number of credits in a full-time load. |  |

**8.B**

Provide number of veterinary technology students presently at each stage of the curriculum:

|                                     |  |
|-------------------------------------|--|
| <b>First-year:</b>                  |  |
| <b>Second-year:</b>                 |  |
| <b>Third-year (if applicable):</b>  |  |
| <b>Fourth-year (if applicable):</b> |  |
| <b>TOTAL</b>                        |  |

**8.C**

What is the full-time equivalent (FTE) enrollment for **veterinary technology program students**? (FTE is a calculation based on the sum of credits carried by all programmatic students divided by the number of credits in a full-time load.)

**8.D**

Do you anticipate greater than 10% change of current total maximum program enrollment numbers in the next two years?

**8.E**

What enrollment options do students have? Check all that apply

8.F

Are you a new program applying for Initial Accreditation?

8.H

Provide number of graduates for each of the following years.

| Year                      | 2021 YTD | 2020 | 2019 | 2018 | 2017 |
|---------------------------|----------|------|------|------|------|
| Total Number of Graduates |          |      |      |      |      |

8.I

Briefly describe student support services, including academic and personal counseling.

8.J

Is there a veterinary technology/nursing student club/organization?

8.K

Describe channels for students to provide input to the program's policies and curriculum.

8.L

Upload Student Handbook. **Name this file "8-L-Student Handbook" and then upload.**

No document provided

Standard 9 - Faculty

9) Faculty and Staff-**July 2021**

9a. Faculty and staff numbers must be sufficient to deliver the educational program and meet the instructional goals of the program.

9b. Instructors in the program must have knowledge and expertise in the topics they teach and promote the appropriate role of the veterinary technician in the veterinary health care team. Instructional duties must not violate local, state, or federal laws regarding the practice of veterinary medicine.

9c. The program director must be a licensed veterinarian or a credentialed veterinary technician who must be a graduate of an AVMA or CVMA-accredited program. The program director must have the educational background and occupational experience appropriate to understand and fulfill program goals. The position of the program director should be full time with the institution.

9d. The director must have the responsibility, authority, and support necessary to manage the program successfully. This shall be documented in a written job description that also shall clearly define the position of the director within the institutional hierarchy. The program director must be responsible for organizing continuous program review and development processes that assure program effectiveness. The program director's appointment must include sufficient time for administrative and teaching responsibilities as well as opportunities and support for professional development.

9e. Each program must have one full-time credentialed veterinary technician who must be a graduate of an AVMA CVTEA or CVMA-accredited program (compliance is required by September 1, 2021). Each program must have a minimum equivalent of one full-time licensed veterinarian.

9f. Academic positions must offer sufficient compensation, incentives, and employment security to attract and retain qualified personnel in order to maintain program stability. Faculty and staff must have sufficient time for development and delivery of instruction, curriculum

development, student evaluation, student advisement and counseling, and professional development. Programs should provide financial support for veterinary professional development activities.

9g. The institution must provide evidence that it evaluates program personnel regularly and assists and facilitates professional growth. Program personnel should be encouraged and financially supported to be participating members of local, state, and national veterinary professional associations

9.A

Complete the table. Provide number of faculty/staff and full-time equivalents (FTE) devoted to the veterinary technology program and salary information who **are salaried personnel.**

- Only include faculty/staff from other departments who teach veterinary technology courses to program students.
- **Place each individual in only one category.** For example, if the program director is a veterinary technician, list them only in the Program Director row.

| RANK                               | Headcount | FTE | Maximum Salary | Minimum Salary | Average Annual Salary | Length of Contract |
|------------------------------------|-----------|-----|----------------|----------------|-----------------------|--------------------|
| Program Director                   |           |     |                |                |                       |                    |
| Veterinarian                       |           |     |                |                |                       |                    |
| Credentialed Veterinary Technician |           |     |                |                |                       |                    |
| Non-Veterinary Instructor          |           |     |                |                |                       |                    |
| Other                              |           |     |                |                |                       |                    |

9.A1

Complete the table. Provide number of faculty/staff and full-time equivalents (FTE) devoted to the veterinary technology program and wage information for **personnel who are hourly/per credit/adjunct.**

- Only include faculty/staff from other departments who teach veterinary technology courses to program students.
- **Place each individual in only one category.**

| RANK                               | Headcount | FTE | Maximum Wage | Minimum Wage | Average Wage | Based On |
|------------------------------------|-----------|-----|--------------|--------------|--------------|----------|
| Veterinarian                       |           |     |              |              |              |          |
| Credentialed Veterinary Technician |           |     |              |              |              |          |
| Non-Veterinary Instructor          |           |     |              |              |              |          |
| Other                              |           |     |              |              |              |          |

9.B

Provide the following information for each faculty/staff member assigned one-quarter time (0.25 FTE) or more to the veterinary technology program. Add rows as needed.

| Name | State(s) licensed/credentialed in | Education Degree, Institution, Year | Title or Rank | Date of Original Appointment | Employment Type | Average Teaching Load in Student Contact Hours per week | Professional Association Memberships (define acronyms on first mention) |
|------|-----------------------------------|-------------------------------------|---------------|------------------------------|-----------------|---|---|
|------|-----------------------------------|-------------------------------------|---------------|------------------------------|-----------------|---|---|

**9.C**

What is the program personnel to student ratio for:

|                                      |  |
|--------------------------------------|--|
| Animal handling laboratories         |  |
| Program laboratories without animals |  |
| Lecture classes                      |  |

**9.D**

Describe adequacy of program instructional staffing?

**9.E**

Describe clerical support available to the program.

**9.F**

Briefly describe parent institutional support and requirements for professional development of instructors either veterinary or education specific.

**9.G**

Are all program personnel salaries/compensation considered adequate?

**9.H**

Briefly describe program personnel continuity and stability.

**9.I**

Who is responsible for hiring and dismissal of program personnel?

**9.J**

Briefly describe how teaching effectiveness is evaluated.

**9.K**

Are any changes needed in personnel policies?

**9.L**

If part-time or adjunct program personnel are used, describe how they are used in the program and the policy and financial provision.

#### 9.M

Upload the job description for the Program Director. **Name the file "9-M-Program Director Job Description" and then upload.**

No document provided

#### 9.M1

Provide copies of resumes of all program personnel assigned at least 25% time to the veterinary technology program.

**Upload these documents to the program's preferred secure cloud based server.**

Begin each file name with "9-M1" followed by a self-descriptor of choice.

#### 9.M2

Upload copy(ies) of license of the program's licensed full-time equivalent veterinarian.

Name this file "9-M2" followed by a self-explanatory descriptor of choice. *Use documents tab to the right to upload multiple documents.*

List names of veterinarian(s) providing documentation on:

#### 9.M3

Upload copy of 1) degree transcript; and 2) credentials i.e. CVT, LVT, LVMT, or RVT for full-time veterinary technician/nurse who fulfills the full-time requirement for Standard 9e.

Name this file "9-M3" followed by a self-explanatory descriptor of choice. *Use documents tab to the right to upload multiple documents.*

Provide name of credentialed veterinary technician/nurse who fulfills Standard 9e:

### Standard 10 - Curriculum

#### 10) Curriculum-**July 2021**

10a. The curriculum must prepare graduates who will be fully capable of performing in a wide variety of professional roles within the veterinary field. At the completion of the curriculum, graduates must have attained entry-level skills needed to support companion animal, equine, and food animal practice, biomedical research, and other veterinary medical activities. The curriculum shall provide a foundation in veterinary technology that will prepare the student to successfully become credentialed and inspire the student to continue life-long learning.

10b. The specific courses shall teach basic medical science, communication, critical thinking, decision-making, and clinical application skills. Integration of nursing, technical, and medical skills within the curriculum must use live animals. Whenever possible, animal nursing skills should be developed in a setting and under conditions that are a reflection of the manner in which graduates will use these skills.

10c. The curriculum must include general education and specific veterinary technology course content. Required materials can be offered as complete course offerings or be integrated into courses involving more than one area of recommended material. Course objectives must be clearly communicated to the student through syllabi or other course documents. Course offerings to meet curriculum requirements must constitute a minimum of 60 semester credit hours (or equivalent).

**GENERAL COURSE MATERIAL:**

Applied mathematics  
Biological science  
Communication skills  
Fundamentals of chemistry

**SPECIFIC COURSE MATERIAL:**

Anatomy and physiology  
Anesthesia, including induction, monitoring, and instrumentation  
Animal husbandry, including restraint, behavior, species and breed identification, reproduction, sex determination, and human-animal bonding  
Biosecurity-safety and security issues  
Clinical pathology and parasitology  
Communication/interaction skills with clients and colleagues  
Diseases, preventive medicine (including dentistry), and nursing of companion animals, food-producing animals, horses, exotic species, and laboratory animals  
Economics in veterinary practice  
Ethics, professionalism, and legal applications in veterinary medicine  
Humane animal care and management  
Introduction to laboratory animal medicine  
Life-long learning concepts  
Medical terminology  
Microbiology and immunology  
Necropsy techniques  
Nutrition and principles of feeding  
Orientation to the profession of veterinary technology  
Pharmacology for veterinary technicians  
Principles of imaging, including radiography and ultrasonography  
Safety issues, consistent with the CVTEA *Statement on Safety* with course work emphasis on zoonoses and occupational safety.  
Surgical nursing and assisting, including instrumentation  
Technician utilization and team concepts of health care delivery  
Value of professional organizations  
Veterinary practice management

10d. Practical veterinary experience that expands student knowledge and builds proficiency of acquired skills through task-specific exercises is a required portion of the curriculum. These experiences are usually termed preceptorships, practicums, internships, or externships. Practical experiences are for the purpose of honing skills learned in formal instructional settings and should be scheduled to occur following completion of skills acquisition. These practical experiences should be a minimum of 240 cumulative contact hours and must be monitored by the

program director or the director's appointee who must be a program faculty or staff member who is either a licensed veterinarian or credentialed veterinary technician who is a graduate of an AVMA CVTEA/CVMA accredited veterinary technology program. Prior to the beginning of the practical experience, on-site supervisors must be contacted by the program. Students and faculty should seek progressive contemporary facilities that employ credentialed veterinary technicians to act as professional role models and mentors. During the practical experience, contact must be maintained with students and their on-site supervisors to monitor students' personal and educational experiences. It is highly recommended that such contact take place through personal visits and interviews by the program director or appointee. Specific criteria must be used to assist on-site supervisors in monitoring student progress. The program director or appointee shall review student performance evaluations by on-site supervisors, student evaluation of the experiences, and a final student performance evaluation.

10e. Successful completion of all required skills found in the *Veterinary Technology Student Essential and Recommended Skills List*, must be evaluated and documented, indicating date completed, by program personnel who use standard criteria that reflect contemporary veterinary practice. Program personnel evaluating skills should be a veterinarian or a credentialed veterinary technician who is a graduate of an AVMA CVTEA or CVMA-accredited veterinary technology program. Program personnel must have a signed agreement with the parent institution, complete training in evaluating essential skills, and regularly communicate with the program director. This agreement is in addition to any facility MOU required per *Off-Campus Clinical Instruction Appendix*.

10f. The CVTEA recognizes that a program may wish to emphasize certain areas within the curriculum to capitalize on regional variation, institutional strengths, and available job markets. This emphasis should be clearly stated in the mission statement/objectives of the program, and the curriculum shall then reflect that emphasis. A choice to emphasize one aspect of the curriculum must not interfere with the acquisition of all skills listed on the *Veterinary Technology Student Essential and Recommended Skills Appendix*.

10g. The CVTEA recognizes that academic institutions have the inherent right to accept credits from other colleges, universities, recognized educational entities, or prior learning. However, if the program accepts veterinary technician-related course credit from institutions not accredited by AVMA CVTEA, the program must ensure that the rigor of transfer courses meets CVTEA Standards. Provision of prior learning must include documentation or critical evaluation of these experiences to award college credit or advanced standing. Documentation of the assurance may be requested for review during the program accreditation process.

10h. At times, accredited programs are requested to give credit for high school courses with titles similar to those required for graduation from a CVTEA-accredited program. If credit is to be given for such courses, the student must first be required to demonstrate to veterinary technology program faculty a level of competency comparable to that of students who complete the required course successfully.

## **10.A**

What system is the curriculum?

## **10.B**

What are the total number of credit hours to complete the Associate/Other degree? Include general education courses. If there is a range such as 63-65; then provide the higher number.

## **10.B1**

What are the total number of credit hours to complete the Bachelor degree? Include general education courses. If there is a range such as 120-122; then provide the higher number.

## **10.C**

What degree(s) is/are granted? Choose all that apply.

## **10.D**

Upload the program curriculum showing suggested course sequencing. **Name this file "10-D-Curriculum Sequence" and then upload.**

10.D1

Upload a brief catalog-style (outline) course descriptions that includes core veterinary technology courses and general education courses that are pre-requisite for the program. Do not repeat student attendance, honesty, grading, or conduct policies. This is typically the course descriptions provided online or in the college catalog. **Name this file "10-D1 Course Catalog Descriptions"**

10.D2

Provide course outlines for all veterinary technology courses as well as all general education courses and pre-requisites required to complete the Program.

**Upload these documents to the programs' preferred secure cloud based server.**

Name each file starting with "10-D2 followed by the course title i.e. "10-D2 - Anatomy and Physiology")

10-D3

Provide examples of course content (e.g. unit of instruction with lecture and laboratory components, exams). Include examples for one of the following: radiology, anesthesia, or surgical nursing.

**Upload these documents to the program's preferred secure cloud based server.**

Begin each file name with "10-D3" followed by a self-explanatory descriptor of choice.

10.E

What is the number of externship/internship/preceptorship hours in the curriculum (honing skills). Do not include hours at off-campus sites where primary learning occurs.

10.E1

If applicable, provide the number of hours during the externship/internship/preceptorship spent in primary learning (completing essential skills including evaluation).

10.F

Total number of contact hours to complete the degree (including lecture and laboratory, gen eds, externships, etc.). Includes courses that are pre-requisite to enter the program. **Contact hours are a measurement of the scheduled instruction time, often calculated by hours per week multiplied by term length, but this varies by institution.**

10.G

Complete the table for student time involved in class.

|                |  |
|----------------|--|
| Hours per week |  |
| Weeks per term |  |

|                |  |
|----------------|--|
| Terms per year |  |
|----------------|--|

10.H

Current academic Year

|                                     |  |
|-------------------------------------|--|
| Date current academic year began    |  |
| Date current academic year will end |  |

10.I

Provide all standardized criteria used to evaluate student completion of essential skills.

**Upload these documents on the program's preferred secure cloud based server.**

Begin each file with "10-I" followed by a self-explanatory descriptor of choice.

10.I1

Provide two examples of completed essential skill assessments from recent graduates with personal information redacted.

**Upload these files to the program's preferred secure cloud based server.**

Begin each file name with "10-I1" followed by a self-explanator descriptor of choice.

10.J

Who is responsible for assessing student essential skills acquisition?

10.K

Describe how hands-on skills are evaluated including feedback, turn-around time, and how exams are proctored.

10.L

Describe off-campus assignments for the practical veterinary experience (preceptorships, internships, externships, affiliations, practicums, field trips)

10-L1

Upload **a list** of all in use externship/internship/preceptorship sites indicating type of experience provided.

**Name this file "10-L1 Externship List" and then upload.**

No document provided

10.L2

Provide copies of all signed agreements/contracts with all in-use externship/internship/preceptorship sites.

**Upload these documents to the program's preferred secure cloud based server.**

Begin each file with "10-L2" followed by a self-explanatory descriptor of choice.

**10.M**

Are memorandum of understanding in place with externship sites that delineate the expectations of all parties?

**10.N**

Is there an evaluation process in place for onsite supervisors to monitor student progress during the practical experience?

**10.O**

Describe how student learning activities at the practical experience sites are monitored by program personnel.

**10.P**

Briefly describe the process for curriculum review.

**10.Q**

Are any changes in the curriculum being considered or desired?

**10.R**

What educational delivery modalities are used by the program? Describe for each of the following.

|                                   | Modalities Available | Describe further details |
|-----------------------------------|----------------------|--------------------------|
| <b>Lectures</b>                   |                      |                          |
| <b>Laboratories</b>               |                      |                          |
| <b>Essential Skill Completion</b> |                      |                          |

**10.S**

Describe efforts to instill habits of life-long learning, including continuing education offerings.

**10.T**

Does the program accept high school veterinary technology courses for college credit?

**10.U**

Does the program accept credits from non-accredited veterinary technology programs?

Standard 11 - Outcomes Assessment

**11) Outcomes Assessment-*July 2021***

11a. The program must develop program-specific outcome assessment instruments that assist in determining attainment of the educational goals. Such instruments shall include, but are not limited to:

- Attrition rates
- Graduate surveys
- Employer surveys
- Pass rates and domain scores of the Veterinary Technician National Examination (VTNE) as compared to the average. Results from the VTNE are considered objective program-specific outcome assessment instruments.
- Applicable state examination pass rates.

11b. CVTEA expects the institution to encourage and support the program review and evaluation process for the outcomes of the educational program. The results of all outcome assessments must be used to improve the program. In absence of significant data from peer reviewed examinations, programs must develop objective means to assess student competency.

11c. Programs must comply with VTNE reporting requirements. (see *Reporting to the Community*)

11d. The program's three year rolling average VTNE pass percentage for first time test takers must be 50% or higher. (\*Compliance with 11d is expected by September 1, 2021. Programs not in compliance at this time may be subject to a change in accreditation status.)

**11.A**

Upload copies of official CVTEA school report as provided by AAVSB ([www.aavsb.org](http://www.aavsb.org)) for each testing period (July/August; November/December; March/April) for the last five years. Include ONLY two pages from each reporting window - the summary sheet of pass/fail and the domain results for your program's first time test takers.

**Each file name should start with "11-A" followed by the testing window date (i.e. "11-A-VTNE Nov-Dec2019"; "11-A-VTNE March-Apr2019", etc.**

*Use the Documents tab in the right column to upload multiple files.*

**11.B**

Complete the following VTNE Performance Table.

If a new program with no test data, choose the button below "Not Applicable-New program with no data available".

| VTNE  | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 YTD |
|---|-----------|-----------|-----------|-----------|---------------|
| Number of first-time test takers passing VTNE (July 1 to June 30) |           |           |           |           |               |
| Total number of first-time test takers (July 1 to June 30)        |           |           |           |           |               |
| VTNE pass rate percentage % (July 1 to June 30)                   |           |           |           |           |               |

**11.C**

Describe how data from VTNE results and applicable state exams are/will be used for program improvement.

**11.D**

Describe the scope of practice for veterinary technicians in the state. Provide a link to the relevant legislation.

11.E

Upload any state exam results if available.

**Each file name should start with "11-E" followed by the date of the exam (i.e. "11-E-State Exam July 2019"). Use the Documents tab in the right column to upload multiple documents.**

11.F

Describe efforts to gather **graduate** feedback regarding educational preparedness and employment satisfaction.

11.G

Describe efforts to gather **employers of graduates** feedback regarding satisfaction with graduates.

11.H

How often are graduate and employer feedback surveys sent out?

11.I

Collectively, how many graduate and employer surveys were sent out, and how many returned (response rate)?

11.J

Describe how collected data from graduates and employers are used to improve the program.

11.J1

Upload a summary of current graduate and/or employer survey results.

It is preferred that you summarize in one document; however, if there are multiple documents to upload **begin each file with "11-J1" followed by a descriptor**. For example "11-J1 Graduate and Employer Survey Results YearXX". Use the Documents tab to the right to upload multiple files.

11.K

Describe how feedback from the advisory committee is used for program improvement.

11.L

Provide the link to the webpage where VTNE results are reported. See reporting example below. If new program, choose the button below "Not Applicable - No VTNE data available". **Programs must not post the number of eligible students that have taken the exam.**

|  |                              |
|--|------------------------------|
| EXAMPLE OF FORMAT TO USE                                 | July 1, 2016 – June 30, 2019 |
| Number of first-time candidates that have taken the VTNE | #                            |
| Three-year VTNE pass percentage                          | #%                           |

VTNE is calculated as follows:  $X/Y * 100$  = Three year pass percentage whereby X is the number of first time candidates that passed the VTNE and Y is the number of first-time candidates that have taken the VTNE.

#### 11.M

Describe the process for determining whether program graduates are prepared with entry-level skills.

#### 11.N

Provide samples of completed graduate and employer surveys.

**Upload these documents to the program's preferred secure cloud based server.**

Begin each file with "11-N" followed by a self-explanatory descriptor of choice.

#### 11.N1

If available, provide samples of evaluations by externship/internship/preceptorship supervisors.

**Upload these documents to the program's preferred secure cloud based server.**

Begin each file with "11-N1" followed by a self-explanatory descriptor of choice.

#### 11.N2

If available, provide job placement information.

**Upload these documents to the program's preferred secure cloud based server.**

Begin each file with "11-N2" followed by a self-explanatory descriptor of choice.

Program Commentary/Addendums

#### Program Commentary

Provide any additional voluntary commentary about the program. If uploading any additional documentation, the file name should start with "Addendum" followed by a self-explanatory descriptor. *Use the Documents tab to the right to upload files if desired.*

Verification

#### Self-Study Content Verification

NAME

Your name and credentials

DATE

Date Submitted

