

Rationale for New Proposed Changes to Standard 9, Curriculum

The COE believes that graduates of a veterinary medical educational program should have the opportunity to develop and understanding of and to develop personal and business financial management skills. The development of these skills will better equip graduates to manage business and personal finance regardless of their career path in veterinary medicine.

The Council has proposed the following revisions for Standard 9, Curriculum (additions underscored, deletions ~~struck~~):

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 must be guided by a college curriculum committee. The curriculum as a whole must be reviewed at least every seven (7) years. 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 must 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 ethicals, ~~influences of different cultures on~~ legal, economic, and regulatory principles related to the delivery of veterinary medical services; ~~delivery of professional services to the public;~~ personal and business finance and management skills; including educational debt management; and gain an understanding of the breadth of veterinary medicine, career opportunities and other information about the profession.
- g. opportunities throughout the curriculum for students to gain and integrate an understanding of the important influences of diversity and inclusion in veterinary medicine, including the impact of implicit bias related to an individual's personal circumstance on the delivery of veterinary medical services.
- h. 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.
- i. 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.

In addition, the Council proposes making the following addition to Section 12.9, Elements of the Self-Study, Curriculum, of the Accreditation Policies and Procedures of the AVMA Council on Education which states the information veterinary medical education programs need to include in their self-study (additions are underlined, deletions ~~struck~~).

12.9.10 Describe opportunities for students to learn principles of business management skills in veterinary skills and opportunities to learn personal financial management (e.g. coursework in financial literacy in the curriculum).