

**Change(s) to Standard 9** (additions underscored with 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 ~~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, ~~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; 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

**Change(s) to Self-Study Requirements** (additions underscored, deletions ~~struck~~)

- 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.
- 12.9.9** Describe the opportunities for students to learn how different cultural and other influences (e.g., ethnic origin, socio-economic background, religious beliefs, educational level, disabilities and other factors) can impact the provision of veterinary medical services.
- 12.9.10** Describe opportunities for students to learn principles of business management skills in veterinary medicine, and opportunities to learn personal financial management (e.g. coursework in financial literacy in the curriculum).