

**ACCREDITATION POLICIES AND PROCEDURES**  
**of the**  
**AVMA**  
**COMMITTEE ON VETERINARY TECHNICIAN**  
**EDUCATION AND ACTIVITIES**  
**(CVTEA)<sup>®</sup>**  
January 2016



**Accreditation of veterinary technology programs is conducted within the Education and Research Division of the AVMA. Accreditation activities take place in the Center for Veterinary Education Accreditation (CVEA). The Council on Education (COE) accredits DVM or equivalent educational programs and the CVTEA accredits veterinary technology programs.**

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## **I. AVMA POLICY ON VETERINARY TECHNOLOGY**

### **Preamble**

The AVMA recognizes the value of veterinary technicians as an integral component of veterinary medicine and urges full utilization of veterinary technicians. The veterinary profession is enhanced through efficient utilization of each member of the veterinary health care team by appropriate delegation of tasks and responsibilities to support staff.

### **Nomenclature**

Veterinary technology is the science and art of providing professional support to veterinarians. AVMA accredits programs in veterinary technology that graduate veterinary technicians and/or veterinary technologists.

A veterinary technician is a graduate of an AVMA or Canadian Veterinary Medical Association (CVMA)-accredited program in veterinary technology. In most cases the graduate is granted an associate degree or certificate.

A veterinary technologist is a graduate of an AVMA or CVMA-accredited program in veterinary technology that grants a baccalaureate degree.

Veterinary assistant: The adjectives animal, veterinary, ward, or hospital combined with the nouns attendant, caretaker, or assistant are titles sometimes used for individuals where training, knowledge, and skills are less than that required for identification as a veterinary technician or veterinary technologist.

AVMA will encourage schools, organizations, and regulatory authorities to use the standard terminology described above, but will not attempt to interfere, except through educational efforts, with the actual terminology used.

### **The Role of Veterinary Technicians**

The veterinary technician's role is to provide professional health care in conjunction with the veterinarian.

The duties of veterinary technicians shall be performed under the direction, supervision, and responsibility of veterinarians. These duties shall be accomplished in compliance with federal, state, and local laws. These duties shall not include diagnosing, prescribing, or performing surgery except where explicitly permitted by regulation.

The veterinary technician must be knowledgeable in the care and handling of animals, their normal and abnormal life processes, medical and surgical nursing, anesthesiology, diagnostic imaging, and clinical laboratory procedures.

### **The Role of the AVMA**

The AVMA offers consultation on education of veterinary technicians, their utilization, their regulation, and other related matters.

The AVMA encourages colleges/schools of veterinary medicine to demonstrate proper veterinary technician utilization for the veterinary students, the economic value of such utilization, and the advantages of effective utilization of veterinary technicians in the delivery of quality veterinary care. Cooperation and affiliation between veterinary technology programs and veterinary colleges/schools is encouraged.

The AVMA makes an ongoing effort to determine and address present and future manpower needs in the field of veterinary technology. Placement services for veterinary technicians are available from the AVMA Career Development Center.

The AVMA recognizes the National Association for Veterinary Technicians in America (NAVTA) as the national organization representing veterinary technicians and the Association of Veterinary Technician Educators (AVTE) as the national organization representing veterinary technician educators.

The AVMA welcomes and encourages the participation and support of veterinary technicians in public relations efforts to promote the use of veterinary services including the appropriate utilization of veterinary technicians.

### **Education**

Individuals contemplating a career in veterinary technology should attend an AVMA CVTEA-accredited program at an institution of higher learning where instruction is conducted in laboratory or clinical settings with the humane use of live animals.

The AVMA Committee on Veterinary Technician Education and Activities (CVTEA) is charged with the responsibility of providing and monitoring AVMA accreditation of programs in veterinary technology. All accredited programs must meet the Standards of Accreditation of the CVTEA to ensure the quality of the educational experience and the assessment of student knowledge and skills.

### **Continuing Education**

CVTEA encourages the development of additional educational and career advancement opportunities for veterinary technicians. Programs are encouraged to partner with national, state, and local groups to provide these opportunities.

### **Accreditation**

Accreditation of post-secondary educational programs in veterinary technology is based on the provisions outlined in the document “Standards of an Acceptable Program for Educating Veterinary Technicians” as authorized by the House of Delegates in July 1983. The education, development, and accreditation procedures are to be determined and administered by the CVTEA. The *Accreditation Policies and Procedures of the AVMA CVTEA* is also available on the AVMA website ([www.avma.org](http://www.avma.org)) under Educational Resources or by going directly to [http://www.avma.org/education/cvtea\\_policies.pdf](http://www.avma.org/education/cvtea_policies.pdf).

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

An institution with a distance learning program associated with a traditional program may request that the distance learning program be accredited separately.

### **Regulation of Veterinary Technicians**

Examination and regulation of veterinary technicians are the responsibilities of state boards of veterinary medicine, veterinary medical examiners, or other authorized state regulatory agencies.

State veterinary practice acts provide for limitations on veterinary activities performed by non-veterinarians. The AVMA Model Practice Act includes provisions to permit veterinary technicians to perform all activities in which they are educated, but does not allow them to diagnose, prescribe, or perform surgery.

### **Canadian Recognition**

At its June 2006 meeting, the AVMA Board of Directors approved a recommendation that the AVMA recommends that veterinary technician credentialing (i.e., licensing, registration, or certification ) entities in the US recognize graduates of Canadian Veterinary Medical Association (CVMA)-accredited veterinary technology programs as eligible for credentialing. In turn, the CVMA recommends that Canadian provincial licensing bodies recognize graduates of AVMA-accredited veterinary technology programs as being eligible for licensure. As always, eligibility for licensure/registration/certification of veterinary technicians is the purview of each state and provincial credentialing agency.

**Veterinary Assistant Programs**

The AVMA does not accredit veterinary assistant programs. Accredited veterinary technology programs that also offer veterinary assistant programs have an obligation to explain program differences to potential students and the community. Any information publicizing the institution's programs should indicate which programs are accredited by the AVMA.

Because establishment of a veterinary assistant program may dilute the instructional resources available for the accredited veterinary technology program, the CVTEA reserves the right to request information about such a program and its relationship with the accredited program.

## **II. COMMITTEE ON VETERINARY TECHNICIAN EDUCATION AND ACTIVITIES (CVTEA)**

In 1972 the AVMA House of Delegates (HOD) authorized a program of accreditation of training for animal technicians and assigned the responsibility for the program to the Council on Education. At the same time, the HOD authorized the Board of Directors to appoint a Committee on Accreditation of Training for Animal Technicians (CATAT) to function under the guidance of the Council on Education to carry out all duties associated with implementation and continuation of this program. The Board made the initial appointments in 1972. In 1974 the charge to the Committee was extended to include all matters pertaining to animal technicians and its title was changed to the Committee on Animal Technician Activities and Training. In 1989 the HOD approved a change in nomenclature substituting the title veterinary technician for animal technician. In 1990 the AVMA Board of Directors approved the name change to the Committee on Veterinary Technician Education and Activities (CVTEA).

The intent of the CVTEA is stated in its mission statement developed in 2001: to shape the future of veterinary medicine by promoting veterinary technology and the veterinary professional team through education, quality, integrity, service, leadership, and collegiality.

CVTEA accreditation of educational programs serves to inform the public of those institutions providing quality education for veterinary technicians and to benefit graduates by providing a measure of recognition and enhancing their prospects of employment mobility.

### **Objectives**

1. To accredit veterinary technology programs.
2. To assist in the development and improvement of veterinary technology programs.
3. To study all matters pertaining to the activities of veterinary technicians and to advise the AVMA Board of Directors on implementation of AVMA policy concerning such matters.

### **Membership**

The Committee consists of 20 members. The membership includes nine veterinarians—one each from the following categories: AVMA Council on Education, state boards of veterinary medical examiners, private large animal practice, private small animal practice, laboratory animal medicine, regulatory veterinary medicine, faculties of colleges of veterinary medicine, educators of veterinary technicians, and at-large. In addition, the Committee includes seven veterinary technicians (two of whom must be non-program affiliated, one who must be an educator in a veterinary technology program), a veterinary medicine industry representative who may be either a veterinarian or a veterinary technician, a Canadian member of the Canadian Veterinary Medical Association (CVMA) Animal Health Technologist/Veterinary Technician Program Accreditation Committee (AHTVTPAC) who may be either a veterinarian or a veterinary technician, and two public members who must be engaged in activity other than veterinary medicine or employment as a veterinary technician. All technician members must be graduates of an AVMA or Canadian VMA-accredited veterinary technology program. All US technician members must be members in good standing of the National Association of Veterinary Technicians in America. Canadian veterinary technician members must be members of the Canadian Association of Animal Health Technicians and Technologists, and Canadian veterinarian members must be members of the CVMA.

### **Appointment and Tenure**

The Board of Directors appoints the members of the Committee with the following exceptions; the Council on Education appoints one member from its membership, the Committee appoints public members, and the AHTVTPAC appoints the Canadian member. Members serve six-year terms, beginning at the close of the AVMA annual meeting. The COE representative is appointed by the chair of the COE to serve as a voting member for a one-year renewable term. A member shall represent only one area in the context of appointment to the Committee. Members may not serve consecutive full terms. For this purpose, a period less than three years shall not be considered a term.

### **Standing Subcommittees**

The CVTEA has four standing subcommittees: Executive Committee, Standards Validity and Reliability Subcommittee, Accreditation Policies and Procedures Manual Subcommittee, and Equipment and Skills Evaluation (EASE) Subcommittee. The following procedure is used in forming committees.

Subcommittees are elected by the CVTEA membership to fill the required categories of representation from CVTEA on each subcommittee. Subcommittee members are elected for one-year renewable terms. Subcommittee chairs are elected by the full committee membership. The CVTEA chair or vice chair serves as an ex-officio member on each subcommittee.

The Executive Committee is comprised of the CVTEA chair, vice chair, chair of the Accreditation Policies and Procedures Manual Subcommittee, chair of the Standards Validity and Reliability Subcommittee, and chair of the Equipment and Skills Evaluation Subcommittee. The purpose of the Executive Committee is to serve as a decision making group for urgent issues that arise in-between full CVTEA meetings. The Executive Committee adheres to the voting policies and procedures established by the AVMA.

The Standards Validity and Reliability Subcommittee is a five-member subcommittee comprised of two veterinarians, two veterinary technicians, and one public member. The Subcommittee is responsible for ongoing review of and recommendations for improvement to the accreditation standards.

The Accreditation Policies and Procedures Manual Subcommittee is a five-member subcommittee comprised of two veterinarians, two veterinary technicians, and one public member. The Subcommittee is responsible for ongoing review of and recommendations for improvement to the CVTEA policy and procedures.

The Equipment and Skills Evaluation Subcommittee is a four-member subcommittee comprised of two veterinarians and two veterinary technicians. The Subcommittee is responsible for ongoing review of and recommendations for improvement to the essential skills and required equipment lists.

### **Meetings**

Meetings are held twice each year in Schaumburg, Illinois.

### **Reports**

The Committee reports its activities to the AVMA Board of Directors and other stakeholders twice each year, including evaluations and assignments of accreditation status through an online newsletter and on the AVMA website.

### **Expenses**

The AVMA reimburses committee members for expenses associated with attendance at Committee meetings.

### **Confidentiality**

To ensure that all matters dealing with accreditation of veterinary technology programs are conducted with integrity and objectivity, the CVTEA has adopted a confidentiality policy. Those who participate in CVTEA activities, including but not limited to CVTEA members, non-CVTEA site team members, and appropriate AVMA staff, must maintain the confidentiality of all non-public information relating to accreditation in accordance with this policy.

1. **Communications with veterinary technology programs, accrediting and state agencies, and the public.** In order to provide veterinary technology programs, credentialing, government, accrediting and state agencies, and the public with the most accurate information possible, the CVTEA has adopted specific policies and procedures governing all CVTEA communications. Communications that are not consistent with the CVTEA policies and procedures and that have not been approved and issued by the CVTEA are strictly prohibited. All discussions, observations, and documents associated with site visits and accreditation decisions are confidential to the CVTEA and should not be discussed with anyone other than CVTEA members, appropriate AVMA staff, the AVMA Board of Directors as observers of the CVTEA, and non-CVTEA site team members when necessary. Information regarding accreditation decisions cannot



be shared with any individual or group other than: 1) the veterinary technology program through the official report of evaluation, 2) reports to accrediting, credentialing, government, and state agencies, and 3) the public through official announcements. In the sole discretion of the CVTEA Chair, the reports to accrediting, credentialing, government, and state agencies may include non-public information or documents provided by veterinary technology programs or otherwise obtained by CVTEA in the accreditation process. Any inquiries made to CVTEA members regarding the accreditation process or specific programs should be referred to the CVTEA Chair and appropriate AVMA staff.

2. **Communications with AVMA Staff, Officers, and Members.** It is the policy of the CVTEA 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 CVTEA observers may attend CVTEA meetings and provide assistance to the CVTEA as necessary, and shall maintain the confidentiality of all non-public information regarding accreditation decisions. The CVTEA Chair and appropriate AVMA staff may share non-public information or documents provided by veterinary technology programs or otherwise obtained by CVTEA in the accreditation process on a confidential basis with AVMA officers, the Board of Directors, other AVMA-affiliated individuals, outside experts, or other consultants.

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

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

### **Statement On Integrity**

To foster ongoing confidence in the specialized accreditation process, both the veterinary technology program and the AVMA CVTEA 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 assure integrity of the process:

#### ***Integrity – Veterinary Technology Program***

1. The program must present accurate information to the CVTEA for accreditation evaluation, and must allow access to all parts of the operation during the site visit.
2. The program must refrain from misleading advertisement of the program, and must correct any inaccuracy in a timely manner.
3. The program must make every effort to protect students. The protection must include, but is not limited to, unbiased grading procedures and access to educational opportunity, scholarships, and student services.
4. If a program 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.

#### ***Integrity - CVTEA***

1. The CVTEA must conform to the Conflict of Interest Policy.
2. During the evaluation process, the CVTEA must evaluate the program only on the Standards of Accreditation. Application of the Standards to all programs must be unbiased.
3. The site visit and deliberation toward the assignment of accreditation status must be conducted with the highest ethical standards.
4. All material, discussion, and decision of the CVTEA regarding accreditation must be confidential.
5. The CVTEA must recognize institutional and program diversity when making accreditation decisions.
6. The CVTEA must inform all state, institution, and program officials of matters related to accreditation in a timely manner.
7. No current CVTEA members may serve on a site visit to a program in which there is a conflict of interest.

**III. COMMITTEE ON VETERINARY TECHNICIAN EDUCATION AND ACTIVITIES (CVTEA)  
ROSTER JULY 2015 - 2016**

<b>Representing/Member</b>	<b>City/State</b>	<b>Term</b>
<b>Private Large Animal Practice</b> Dr. Martha Mallicote	Micanopy, FL	2013-2019
<b>Private Small Animal Practice</b> Dr. Edward Javorka	Culver, IN	2014-2020
<b>Educators of Veterinary Technicians</b> Dr. Melvin C. Chambliss	Alfred Station, NY	2004-2010; 2010-2016 Filling unexpired term 2007-2010
<b>Industrial Veterinary Medicine</b> Dr. Dale Cooper	Gobles, MI	Filling unexpired term 2015-- 2016
<b>Faculties of Colleges of Veterinary Medicine</b> Dr. Regina Brotherton	Rogersville, TN	2011-2017
<b>Regulatory Veterinary Medicine</b> Dr. Pepi Leids	Bath, NY	2013-2019
<b>Veterinary Technicians</b>		
Ms. Ramona Crane, LVT, CVT	Colorado Springs, CO	2014-2020
Ms. Niki Riggleman, LVT	Seattle, WA	2008-2014; extended to 2016*
Mr. J. David Sessum, LVT	Bryan, TX	2012-2018; Filling unexpired term 2013-2018
<b>Non-Program Affiliated Veterinary Technicians</b>		
Ms. Judy Conley, LVT	Clinton, MI	2011-2017
Ms. Kelsie Dolezal, CVT	Crystal Lake, IL	2013-2019
Ms. Sharon Johnston, RVT, VTS (Anesthesia)	Statham, GA	2015-2021
Ms. Debbie Whitten, LVT	Birmingham, AL	2011-2017
<b>Laboratory Animal Medicine</b> Dr. Cynthia Lockworth	Houston, TX	2012-2018; Filling unexpired term 2013-2018
<b>Veterinary State Boards</b> Dr. Susan Bull	Candler, NC	2015-2021
<b>Public</b>		
Dr. Bruce Kinghorn	Fair Oaks, CA	Filling unexpired term 2014-2020
Ms. Lisa Miller	Dresher, PA	2015-2021
<b>Council on Education</b> Dr. John Scamahorn	Greencastle, IN	2012-2017
<b>At-Large</b> Dr. Kimberly Kratt	La Crosse, WI	2012-2018
<b>Canadian Veterinary Medical Association</b> Dr. Susan Hunt	Salmon Arm, B.C.	January 2015-December 2016

\* CVTEA recommended and the AVMA Board of Directors approved a recommendation to extend the terms of a limited number of CVTEA members to maintain consistency in the level of experience on the CVTEA. This was recommended due to the rapid expansion of veterinary technology programs, combined with an upcoming high rate of turnover on the CVTEA in the next two years as a result of the expansion of the committee six years ago.

### **AVMA Staff Roster**

Oversight responsibility:

Ms. Rachel Valentine, RVT, BS, Assistant Director  
847-925-8070 ext. 6676 [rvalentine@avma.org](mailto:rvalentine@avma.org)

Ms. Laura Lien, CVT, VTS (LAIM), MS, Assistant Director  
847-925-8070 ext. 6609 [llien@avma.org](mailto:llien@avma.org)

Education and Research Division, 1931 N. Meacham Road, Suite 100, Schaumburg, IL 60173-4360

Staff responsibility:

Ms. Julie Horvath, CVTEA Program Coordinator; 847-925-8070 ext. 6624; [jhorvath@avma.org](mailto:jhorvath@avma.org)

#### **IV. ACCREDITATION STANDARDS AND GUIDELINES FOR INTERPRETATION**

Accreditation is the voluntary process by which educational institutions are evaluated for quality based on conformity with established standards. Accreditation serves to enhance the profession and to protect the public by identifying goals and assisting institutions in achieving those goals. The following minimum standards have been established by the AVMA through the CVTEA for quality assessment and quality enhancement of accredited veterinary technology programs.

##### ***STANDARDS OF ACCREDITATION***

1. Institutional Accreditation
2. Finances
3. Organization and Communications
4. Physical Facilities and Equipment
5. Resources for Clinical Instruction
6. Library and Informational Resources
7. Admissions
8. Students
9. Faculty and Staff
10. Curriculum
11. Outcomes Assessment

All accredited programs must substantially meet the Standards of Accreditation. Programs of veterinary technology are evaluated by the CVTEA on the basis of compliance with the Standards. These Standards are intended to assist programs in preparing entry-level veterinary technicians. Standards are written to allow flexibility in the design and implementation of a program. It is recognized that the Standards reflect an evolving process and are subject to change. Primary learning supervised by program personnel whether on campus or at off-site clinical facilities is considered “on campus” learning. Primary learning taking place off campus but graded via electronic submission (video) by program personnel is considered “distance learning”.

The following definitions shall be used in applying the Standards:

- Must, shall: Indicates an imperative need, duty or requirement; an essential or indispensable item; mandatory.
- Should: Indicates the recommended and highly desirable manner in which to attain the Standard. Compliance is expected unless there are extraordinary and justifiable circumstances that preclude full compliance.
- May: Indicates freedom or liberty to follow a suggested alternative.

##### **1) Institutional Accreditation**

An accredited veterinary technology program in the United States must be part of an institution of higher education accredited by an agency recognized by the U.S. Department of Education. Non-US programs must be part of an institution of higher learning recognized by the appropriate national, provincial, or regional agency with that authority.

##### **2) Finances**

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

##### **3) Organization and Communications**

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

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

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 CVTEA within sixty (60) days of implementation with an explanation of how the program will continue to comply with accreditation Standards.

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, and should include veterinary technician students, industry representatives, and public members.

3f. Programs with agreements between two or more institutions are recognized. The institution accredited by 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.

#### **4) Physical Facilities and Equipment**

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. Clinical facilities must emulate contemporary veterinary facilities. Standard types of laboratory and clinical equipment, consistent with those used in contemporary veterinary facilities, shall be provided and shall comply with the *Equipment and Instructional Resource List*, Appendix H.

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. (Refer to *Statement on Safety*, Appendix A).

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.

#### **5) Resources for Clinical Instruction**

5a. Programs must follow all applicable federal and state regulations and guidelines for the care and use of animals utilized by the program. 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 B).

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 C.)

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.

#### **6) Library and Informational Resources**

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.

#### **7) Admissions**

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, and interest in, a career in veterinary technology.

7c. 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.

## **8) Students**

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 instructor-to-student ratio must be maintained to ensure student safety and adequate delivery of instruction in a variety of teaching environments.

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.

## **9) Faculty and Staff**

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-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 a minimum equivalent of one full-time licensed veterinarian and a minimum equivalent of one full-time credentialed veterinary technician who must be a graduate of an AVMA-accredited program.

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.

## **10) Curriculum**

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 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 typically take a minimum of 18 months to 2 years to accomplish.

***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  
Value of professional organizations  
Safety Issues, consistent with the CVTEA *Statement on Safety* with course work emphasis on zoonoses and occupational safety (see Appendix A).  
Surgical nursing and assisting, including instrumentation  
Technician utilization and team concepts of health care delivery  
Value of professional organizations  
Veterinary office management and elementary computer skills

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. 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, Appendix I* must be evaluated and documented by program personnel who use standard criteria that reflect contemporary veterinary practice. Program personnel should be a credentialed veterinary technician or veterinarian. Program personnel must have a signed agreement with the parent institution, complete training in evaluating essential skills, and regularly communicate with the program director.

10f. 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* list (Appendix I).

10g. CVTEA recognizes that academic institutions have the inherent right to accept credits from other colleges, universities, or recognized educational entities. However, if the program accepts veterinary technician-related course credit from institutions not accredited by AVMA, the program must ensure that the rigor of transfer courses meets CVTEA Standards. 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.

## **11) Outcomes Assessment**

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 and employer surveys, pass rates and domain scores of the Veterinary Technician National Examination (VTNE) as compared to the national average and applicable state examination pass rates. 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.

11b. CVTEA expects the institution to encourage and support the program review and evaluation process for the outcomes of the educational program.

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

## V. CLASSIFICATION OF ACCREDITATION

The final appraisal of each program is based on review of the total educational program by an evaluation site team visit and accreditation decision by CVTEA, with consideration given to each stated objective and the Standards as listed. Classification of accreditation of a program in veterinary technology shall be in effect from the last day of the site visit until acted upon by CVTEA. The accreditation status of each program will be published semi-annually and made available upon request.

**Full Accreditation** - Those programs that substantially meet all Standards of Accreditation. Programs with Full Accreditation classification may be placed on Probationary Accreditation or Accreditation Withdrawn if the program does not provide continuing evidence of progress toward meeting all Standards. A special site visit may be required prior to an accreditation decision if major changes have occurred in the program that may impact the program's ability to meet the Standards of Accreditation.

**Initial Accreditation** - New programs that have made significant progress towards meeting the Standards of Accreditation. The program will remain on initial accreditation until achieving full accreditation, or for a period not to exceed five years. Programs with Initial Accreditation classification may be placed on Probationary Accreditation or Accreditation Withdrawn if the program does not provide continuing evidence of progress toward meeting all Standards, or if it has been on initial accreditation status for five years. A special site visit may be required prior to an accreditation decision if major changes have occurred in the program that may impact the program's ability to meet the Standards of Accreditation.

**Probationary Accreditation** – An accreditation status that may be assigned to a program that has specific deficiencies in one or more Standards. The deficiencies are of such a nature that they can be corrected in a reasonable length of time, not to exceed two years. Prior to expiration of this prescribed period, the CVTEA may either review requested reports, request that an institutional representative appear before the CVTEA, or conduct a special site visit to determine if the deficiencies have been corrected.

If at the end of the two-year time period, deficiencies have been corrected and there is evidence to support full compliance, the Program may be granted the appropriate level of accreditation for the remainder of the accreditation cycle, as determined by the CVTEA. A program which has been fully accredited previously may only return to Full Accreditation, while a new program that had been on Initial Accreditation may be returned to Initial Accreditation for no longer than the balance of the five year maximal period for Initial Accreditation. Conversely, if at the end of the two-year time period, the program can provide reasons acceptable to the CVTEA for its inability to comply with all the Standards, the CVTEA may by majority vote extend Probationary Accreditation for good cause for a further period not to exceed one year. Interim measures must be taken to ensure education of technician students. If the reasons for non-compliance do not have merit, the CVTEA must take immediate action to place the Program on Accreditation Withdrawn.

**Administrative Probation** – An accreditation status assigned by CVTEA administratively for a maximum of ninety (90) days when an institution/program is not in compliance with one (1) or more of the following administrative requirements to maintain accreditation:

- (1) Paying accreditation-related fees and charges;
- (2) Submitting reports or other required information;
- (3) Agreeing to a reasonable on-site evaluation visit date at or near the time established by CVTEA

Administrative Probation is an accreditation category and is not subject to appeal. Although the institution/program is recognized and listed as accredited during the period of administrative probation, failure to completely remedy the situation by the date specified in the administrative probationary letter may result in Accreditation Withdrawn. Complete resolution of the situation cited in the administrative probationary letter will satisfy the administrative requirements and result in restoration of the accredited status. Penalty fees may be assessed a program on

Administrative Probation accreditation.

**Terminal Accreditation** - Terminal accreditation will apply to programs that are voluntarily discontinuing. Students enrolled at the time a program is terminally accredited will be considered graduates of an accredited program when they complete the curriculum.

**Accreditation Withdrawn**--Previously accredited programs that have had their accreditation withdrawn will be classified as Accreditation Withdrawn. Graduates of the program at the time of withdrawn accreditation will not be considered graduates of an AVMA accredited program.

Graduates of programs classified as Full, Initial, Probationary, Administrative Probation, or Terminal Accreditation are all graduates of an AVMA-accredited program in veterinary technology. Graduates of a program classified as Accreditation Withdrawn are not graduates of an AVMA-accredited program.

***Procedures for Programs with Classification of Terminal Accreditation***

1. Major changes in the program must be reported to CVTEA within thirty days of implementation. This report must document how the program will continue to comply with the accreditation standards.
2. The classification of terminal accreditation is intended to protect enrolled students from the disadvantage of graduating from a non-accredited program and may continue no longer than necessary to protect the educational interests of such students.

Terminal accreditation designates those programs that are voluntarily discontinuing, have met the requirements for Terminal Accreditation as set by CVTEA but are not able to address other essentials that address continuity of a program such as graduate surveys, long term support for the program, etc.

**CVTEA may grant terminal accreditation if:**

- A) The program or institution notifies CVTEA of its intent to discontinue and requests consideration for Terminal Accreditation status.
- B) An interim report is submitted within 6 weeks of the program's notification of CVTEA of the intent to terminate the program that describes how the academic quality and integrity of the educational program will be maintained, as described by the applicable CVTEA requirements, for the currently enrolled students and the program commits resources adequate to complete the education of currently enrolled students.
- C) No additional students are admitted to the program.

**Once Terminal Accreditation is granted:**

- A) The institutional president (or chief officer) and program director are notified immediately by the CVTEA in writing of the classification status and the reasons therefore.
- B) The CVTEA will notify appropriate licensing agencies and veterinary medical associations of actions taken.

**Terminal Accreditation is maintained provided the program:**

- A) Submits an interim report on the progression of the plan for program closure 60 days prior to each CVTEA meeting.
- B) The submitted interim report indicates compliance with applicable CVTEA requirements.
- C) No additional students are admitted to the program.

**Terminal Accreditation will be withdrawn if:**

- A) The program or institution fails to communicate with CVTEA on the status of the program closure as required.

- B) Applicable CVTEA requirements are not met during closure of the program.
- C) Additional students are enrolled after the announcement of the intent to close the program.

3. During the period of terminal accreditation, a special site visit may be required to determine whether the program is meeting the conditions for terminal accreditation as stated above. The site visit and information furnished in writing by the program will be considered by the CVTEA to determine if terminal accreditation should continue.

4. Following graduation of enrolled students of programs with terminal accreditation, accreditation will be withdrawn.

***Procedures for Programs with Classification of Accreditation Withdrawn***

1. Major changes in the program must be reported to CVTEA within thirty days of implementation. This report must document how the program will continue to comply with the accreditation standards.

2. The classification of accreditation withdrawn is assigned because enrolled students have not been protected from the disadvantage of graduating from a non-accredited program. Students enrolled in a program with the accreditation withdrawn will not be graduates of an accredited program.

**A program will have accreditation withdrawn if:**

- A) A Program has been on probationary accreditation for two years with no significant progress to report.
- B) An institution is voluntarily closing its doors and does not meet the requirements for Terminal Accreditation.
- C) A Program at Full, Initial, and/or Administrative Probation that have matriculated all existing students.

**When accreditation is withdrawn:**

- A) The institutional president (or chief officer) and program director are notified immediately by the CVTEA in writing of the classification status and the reasons therefore. The CVTEA will notify appropriate licensing agencies and veterinary medical associations of actions taken.
- B) Not later than 30 days after the date of the assignment of accreditation withdrawn, the program may initiate appeal proceedings as described in the *Accreditation Policies and Procedures of the AVMA CVTEA*.

**If a program wishes to regain accreditation, the program must:**

- A) Submit an application for accreditation.
- B) Pay all applicable fees.
- C) Commit resources adequate to complete the education of currently enrolled students.
- D) Undergo a site visit to determine whether the program is meeting the standards of accreditation as stated in the *Accreditation Policies and Procedures of the AVMA CVTEA*. The site visit and information furnished in writing by the program will be considered by the CVTEA to determine if accreditation can be reinstated.

## **VI. STANDARD OPERATING PROCEDURE FOR ACCREDITATION OF PROGRAMS EDUCATING VETERINARY TECHNICIANS**

The AVMA accreditation of veterinary technology programs is voluntary. Expenses incurred for a site visit are the responsibility of the program. Consultation prior to application is encouraged and available by contacting the AVMA Division of Education and Research at 800/248-2862 ext. 6624 [www.avma.org](http://www.avma.org).

### **A. Standard Operating Procedure for Initial Accreditation of Veterinary Technology Programs**

Veterinary technology programs seeking initial accreditation must submit an application prior to the enrollment of students.

Veterinary technology programs seeking initial AVMA CVTEA accreditation are required to provide the following on the CVTEA Application and Material Review Form available from AVMA staff:

#### **1. Initial Program Application**

- a. Prior to the enrollment of students, the program director must file an Application (Appendix E) that includes:
  - i. Identification of institution offering program
  - ii. Evidence of Institutional accreditation
  - iii. Rationale for program
  - iv. Membership roster and charge of Advisory Committee
  - v. Date the program director was hired
  - vi. Date full-time equivalent veterinarian and full-time equivalent credentialed veterinary technician will be on staff\*.
  - vii. A \$3,000 (non-refundable) application fee.
  - viii. Completed submission of Steps 1 and 2 of the *Initial Application Material and Feedback* document (available from AVMA staff).
- b. AVMA staff will confirm receipt of initial application within 10 days of receipt. Confirmation of a site visit date\*\* will be granted upon approval of items requested in Step 2 below.

\* A program director, who is a licensed veterinarian, or a credentialed veterinary technician who is a graduate of an AVMA-accredited program must be in place at the time of the initial application for accreditation. The full-time equivalent licensed veterinarian and the full-time equivalent credentialed veterinary technician who is a graduate of an AVMA-accredited program must be on staff three (3) months prior to the enrollment of students to allow adequate time for curriculum development and course preparation.

\*\* Site Visit Limitations: The cumulative number of all site visits in a 12-month period shall not exceed 50 so all requests may not be met in a given year. The CVTEA may in its sole discretion and for good cause shown give consideration to exceed the maximum number of site visits. Currently accredited programs will be given priority in scheduling.

#### **2. Initial Review**

- a. Prior to student enrollment in veterinary technology specific coursework, the program must submit the following information:
  - i. Date students were first enrolled and anticipated date of first graduating class
  - ii. List of program faculty with date of hire and credentials
  - iii. Program curriculum outline with suggested course sequence and descriptions
  - iv. Description of facility to be used for primary clinical instruction
  - v. An example of standardized criteria used for evaluation of student acquisition of essential skills
  - vi. A description of how student acquisition of essential skills will be evaluated and documented
  - vii. A description of clinical resources available to the program (Standard V)

- b. Prior to animal use in program coursework, the Program must submit the following:
  - i. Membership of the Institutional Animal Care and Use Committee (IACUC),
  - ii. Example of an IACUC-approved animal care and use protocol, and
  - iii. Copy of recent IACUC meeting minutes.

### 3. Confirmation of Acceptance of Initial Application

Information received from the program will be reviewed by AVMA staff. If it appears that the program is making appropriate progress toward significantly meeting the Standards of Accreditation, AVMA staff will confirm a mutually agreed upon site visit date. Classes must be in session during the site visit evaluation. An initial accreditation site visit is usually conducted when the initial class has completed approximately two-thirds of the curriculum. A self-study report will be due no later than 8 weeks prior to the site visit.

- 4. The Program must then meet the criteria and follow the steps outlined in the Standard Operating Procedures for an Accreditation Site Visit in Section VI part C.

INITIAL REVIEW OF THE PROGRAM AND SCHEDULING OF A SITE VISIT IS NOT A GUARANTEE OF ACCREDITATION NOR DOES IT GRANT ANY TEMPORARY ACCREDITATION STATUS.

## **B. Standard Operating Procedures for Re-accreditation of Veterinary Technology Programs**

- 1. Programs due for re-accreditation are notified of a required site visit approximately one year in advance. Programs should contact AVMA staff to schedule a mutually agreed upon site visit time. Classes must be in session during the site visit evaluation. A self-study report for programs seeking re-accreditation is due 6 weeks prior to the site visit.

## **C. Standard Operating Procedures for an Accreditation Site Visit (Initial or Re-accreditation)**

- 1. The program will submit copies of a self-evaluation report (Appendix G) (see also format guidelines in Appendix F) and a link to the college catalog to the site team members, and an electronic copy of the self-evaluation report to AVMA according to the deadlines outlined above for either an initial program or re-accreditation. .
- 2. The self-evaluation report is reviewed by the AVMA for major deficiencies or any other needed clarification. If no major deficiency is apparent, the site visit date is finalized.
- 3. An evaluation team is formed. The evaluation team consists of five members: a chair who is a CVTEA member or past CVTEA member who has completed their term within the previous three years, a veterinarian from the state, preferably a member of the state veterinary medical association, a veterinary technician from the state or within the community the program serves, a public member, and an AVMA staff member. AVMA staff is responsible for identifying the CVTEA member and securing a state veterinarian member. The program director is responsible for providing the names, addresses, phone, and email information of the public member and the veterinary technician as follows:
  - a. The name of an individual willing to serve as the public member must be submitted. The public member must not be associated with the College, be a veterinarian, veterinary technician or veterinary assistant, or be associated with the veterinary profession including animal care industry. The person must not serve on the program's advisory committee or IACUC. Submitted name should include a brief background.
  - b. The veterinary technician member must be a graduate of an AVMA-accredited veterinary technology program and should be chosen by the state technician association, if at all possible. While preferable that the veterinary technician not be a graduate of the program being evaluated, a graduate may be accepted if graduates of other programs are not available. The technician must not be a member of the program's advisory committee or IACUC.
  - c. To ensure that all matters dealing with accreditation of programs of veterinary technology are conducted in an unbiased manner, the CVTEA has adopted the following Conflict of Interest Policy:

The site team member:

- is not currently associated with the program or faculty/staff/personnel being evaluated.
- is not employed by the program being evaluated.
- is not a member of the advisory council or animal care and use committee of the program being evaluated.
- will reveal any potential conflict of interest to the site team (including having graduated from the program being evaluated or provided consultation on accreditation matters with the program being evaluated).

Potential conflicts of interest revealed to the entire team may not preclude service on the site team if the team agrees the individual can serve in an unbiased manner.

- d. The program to be evaluated may comment on the membership of the evaluation team after it has been formed and may ask for a change in site team members. Such change must include reasons for this request and take place early enough for a replacement to be found.
4. AVMA staff will write a first draft report based on the self-evaluation materials and send the draft Report of Evaluation to the evaluation team.
  5. The site visit evaluation is conducted. The site visit will be structured to include sites where primary clinical instruction and/or technical instruction is provided. Video or audio recording of any portion of the site visit evaluation is prohibited. The evaluation team will:
    - a. Interview the program director.
    - b. Inspect physical facilities, equipment, and library.
    - c. Interview faculty members and staff.
    - d. Review curriculum and course outlines.
    - e. Interview students.
    - f. Consult privately to review findings.
    - g. Report findings to program director.
    - h. Report findings to institutional administration.
    - i. Prepare a written report of site visit.
    - j. Sign an AVMA CVTEA confidentiality agreement (Section II)
  6. After the site visit, a second draft Report of Evaluation will be prepared by AVMA staff and distributed to the evaluation team for review and appropriate changes. All documents (print and electronic) related to the site visit are considered confidential. Accreditation materials provided by the program must be returned to the program or destroyed following the site visit. AVMA CVTEA documents and personal notes (print and electronic including email correspondence) relating to the site visit must be destroyed following site team review of the second draft of the Report of Evaluation.
  7. A third draft Report of Evaluation will be submitted to the program director of the institution for verification and comment. If the third draft ROE contains critical and/or major deficiencies, these findings may result in an adverse decision upon review by the full committee. An adverse decision is defined as withholding initial or renewed accreditation, denial of a request for change of accreditation status, or the granting of less than full accreditation status once full accreditation status has been granted. The program must notify AVMA staff of the intent to respond to the critical deficiencies within ten (10) business days after receipt of the third draft report of evaluation and file its response with the committee within twenty (20) business days after receipt of the third draft report of evaluation. The Program's response must only include documentation, data, or other information relevant to critical and/or major deficiencies identified in the ROE that may result in an adverse accreditation decision. The Committee reserves the right to conduct a special site visit, as needed, to validate information submitted for reconsideration.
  8. The site team chair will present a final draft Report of Evaluation, the program's response, if any, and site visit

information to the CVTEA at the earliest possible regular meeting. Reports from site visits conducted less than 60 days prior to a CVTEA meeting may be deferred and considered at the next Committee meeting. AVMA staff will provide information about the specific dates for consideration of a particular report.

If the Committee develops additional critical and/or major deficiencies not presented to the program in paragraph 7, then it will defer the accreditation decision, give written notice to the program of each critical and major deficiency, and provide the program with an opportunity to respond in writing. The program must notify the Committee of its intent to respond to these additional critical and/or major deficiencies within ten (10) business days after receipt of the final draft report of evaluation and file its response with the committee within twenty (20) business days after receipt of the final draft report of evaluation.

The Committee will consider the written response and documentation sent by the program within forty (40) business days of receipt. The Committee reserves the right to conduct a special site visit, as needed, to validate information submitted for reconsideration. Should an adverse accreditation decision be made the program will be notified in writing of the reasons for the action and reminded of the appeal process.

After opportunities to respond in writing or appeal have passed or the processes completed, the action of the Committee is considered final and a final report of evaluation is prepared.

9. CVTEA will determine the accreditation status of the program based on a majority vote of CVTEA members.

10. AVMA staff will notify the program director and chief executive officer of the institution of the program's assigned status and provide a final Report of Evaluation with recommendations for improvement. Deficiencies, recommendations, and final reports of site visits are considered private communication between CVTEA and the institution involved. Release of reports shall be at the discretion of the institution. AVMA will notify the state veterinary medical association and state regulatory agencies of the assigned accreditation status of the program.

11. AVMA staff will include the program on its published list of accredited programs after a 30-day period for potential appeals.

12. The evaluation process is repeated at five year intervals until a program has been fully accredited for two cycles, after which time site visits are conducted at six-year intervals. Major changes or concerns can also precipitate site visits.

13. All site visit participants are required to sign an AVMA CVTEA confidentiality agreement. (Section II, page 2)

14. Programs are responsible for all costs associated with the accreditation process including the site visit.

### **Subsequent Reporting**

Subsequent to receiving initial accreditation, programs are required to submit annual evaluation reports until the program has been accredited for five years. Please refer to Appendix J for the annual/biennial/interim report format. Programs are assigned to either a spring or fall reporting schedule.

CVTEA will review the annual report at its next meeting and if the Committee finds that a program has not made sufficient progress on critical and/or major deficiencies or other issues which may result in an adverse accreditation decision, it will follow the procedures set forth above in paragraph 8 and will provide written notice to the program of critical and/or major deficiency or other issues, and provide the program with an opportunity to respond in writing. The program must notify the Committee of its intent to respond within ten (10) business days after receipt of the report evaluation letter and file its response with the Committee within twenty (20) business days of receipt of the report evaluation letter. The CVTEA member who manages the program and CVTEA chair or vice chair will review any submissions and recommend committee action on accreditation status within forty (40) business days of the receipt of the response from the program. Program submissions will be electronically copied to all CVTEA members for comment. Each member has the right to request full committee deliberation and vote. If at the end of



72 hours no requests for full committee deliberation have been made, the recommendation of the designated reviewers will be final and the program will be notified. If full committee deliberation is requested, the committee will vote. Following review, AVMA staff will report its decision to the program director, chief executive officer of the school, the state VMA, and other appropriate agencies.

A program that has been fully accredited for five consecutive years, and has again been granted full accreditation status after a second complete evaluation and site visit, shall be required to submit biennial reports and shall be subject to a complete re-evaluation every six years unless major changes in the program indicate to CVTEA that an earlier site visit may be necessary.

Programs are placed on either a spring or fall annual or biennial reporting schedule. Reports are due for review approximately 60 days prior to the scheduled CVTEA meeting. AVMA staff will announce when reports are due at least six months in advance of the due date. The CVTEA reserves the right to lower the accreditation of a program that, after due notice, fails to submit a self-evaluation, annual, biennial, or interim report. Subsequent accreditation will be considered only after submission of application for accreditation, self-evaluation and other accreditation materials, followed by a site visit to the program. Based on the progress noted in an annual or biennial report, the CVTEA may request an appearance of a program representative at its next regularly scheduled meeting. The cost for such an appearance will be borne by the respective program/parent institution.

Substantive changes in the program must be reported within sixty days of implementation. This report must document how the program will continue to comply with the Standards. Failure to meet any reporting requirement may result in Administrative Probation or other changes in accreditation status.

### **Substantive Change**

The CVTEA must be notified of any of the following changes in the program within 60 days of implementation:

1. Change in the established mission or objective of the program.
2. Change in the legal status, form of control, or ownership of the parent college.
3. Change in administration (including change of Program Director, primary Program faculty, Dean, and College President), organization, or association with the parent institution or Program instructional personnel.
4. Changes in courses that represent a significant departure in either content or method of delivery.
5. Changes in name of degree or addition of any degree or credential level offered.
6. Changes in the clock hours (student contact hours) for completion.
7. Changes in off-campus sites that provide primary instructional support where essential skills are taught and evaluated.
8. Any USDA non-compliance report and subsequent action.
9. Other changes that affect teaching/education of students.
10. Changes in general contact information including email, phone, and name changes.

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

Accreditation may be withdrawn from a program that fails to provide a report of self-evaluation at least 6 weeks before a scheduled site visit; fails to provide an annual, biennial, or requested interim report by the published due date prior to the CVTEA meeting at which the program is to be reviewed; or fails to invite a site visit at the required time.

A program for which accreditation has been withdrawn may apply for accreditation after one year by submitting a report of self-evaluation and other accreditation forms, requesting a site visit, and demonstrating that it meets the Standards of Accreditation.

### **Initial Accreditation and Adverse Accreditation Decisions**

All programs achieving initial accreditation are assigned the status of Initial accreditation for the first five years of accreditation. Initial accreditation is an accredited status and is not punitive nor is it considered an inferior status. A program that fails to meet the requirements for full accreditation after five consecutive years of initial accreditation

shall be placed on probationary accreditation or have accreditation withdrawn.

Programs assigned less than full accreditation status shall be immediately notified of the actions necessary to achieve full accreditation.

Programs with probationary accreditation must show annual progress toward achieving full/initial accreditation and meet the requirements for full/initial accreditation within a two-year period. Full/initial accreditation may be sought at any time by providing evidence in a self-evaluation and re-accreditation report, showing that the program has complied with the deficiencies related to the program's accreditation status. Those deficiencies are contained in the Report of Evaluation. Subsequent to receipt of the report, a site visit by an evaluation team may be required.

Programs have the right to appeal adverse accreditation decisions. The CVTEA will notify the appropriate credentialing agencies and the public within thirty days of any final adverse accreditation decision. Programs may reapply for accreditation one year after accreditation has been withdrawn. Please refer to the *Procedures for Appeal of Adverse Decisions on Accreditation* (Section IX).

Programs on terminal accreditation may reapply for initial accreditation once all students have matriculated from the program on terminal accreditation.

### **Reporting to the Community**

Following the final decision regarding the accreditation status of a program, the CVTEA will notify the program director, chief executive officer of the school, the state VMA, state credentialing authorities, and other appropriate agencies of its decision. The public will be notified via the AVMA website.

When the accreditation decision is finalized, each program must notify the public of its performance in educating veterinary technicians by posting on its website the following:

- 1) the three-year pass rate (based on a July 1 to June 30 reporting year) on the Veterinary Technician National Examination (VTNE);
- 2) the number of eligible first-time candidates and;
- 3) the number of first-time candidates that have taken the VTNE, for the corresponding time frame as the reported VTNE pass rate.

The VTNE data on the website must be updated by September 1st of each calendar year. Information released to the public must be current, readily accessible, and accurate.

Any reference by an institution or program to CVTEA accreditation may state the following: "[Identification of program] is accredited (or fully accredited) by the AVMA as a program for educating veterinary technicians." Programs that have had an initial application accepted, may state that an application for accreditation has been accepted but must also state that application for accreditation does not guarantee accreditation and that applying for accreditation does not grant any temporary status of accreditation.

### **Accreditation Fees**

An annual accreditation fee is invoiced to all AVMA CVTEA-accredited programs to cover the costs of maintaining accreditation. This fee is adjusted on an annual basis. The annual fee will be communicated to programs via the website or by contacting the AVMA office.

- This fee also applies in years in which a site visit is conducted; in addition, programs are responsible for all costs associated with conducting the site visit.
- New programs are assessed an application fee of \$3,000 in addition to the costs associated with site visit. The first annual accreditation fee will be deferred until the year following the initial accreditation decision.
- Programs reapplying for accreditation following an initial accreditation-withheld decision will be assessed a reapplication fee equal to the amount of the application fee.

- Failure to pay the annual accreditation fee by July 1 of the assessed calendar year will result in a \$500 penalty fee.
- Programs with unpaid annual accreditation fees as of October 1 of the year due may result in Administrative Probation. Administrative Probation accreditation may result in a penalty fee up to double the annual accreditation fee.
- Self-study reports received after the required due date may result in a late fee of \$250.

### **Participation of Site Visit Observers**

As a principal goal of accreditation is to improve educational outcomes, it is recognized that observation of the practices of the CVTEA as they conduct veterinary technology accreditation site visits is of value to certain individuals. To facilitate this process, the following guidelines have been established.

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

1. Each Observer must be a(n):
  - a. Recently appointed CVTEA member
  - b. Newly appointed director of an accredited veterinary technology program or the Program director of a non-accredited veterinary technology program.
  - c. Other individuals who may benefit from observation of the accreditation site visit. CVTEA will determine if appropriate to observe.
2. The chairperson of the site team and the Program director of the host institution must agree to each proposed observer.
3. A maximum 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. The observer may be recused from sessions that the site team chairperson considers confidential.
5. Observer requirements
 

All Observers must:

  - a. Arrange to pay the full costs of their participation in the site visit.
  - b. Arrange for personal hotel accommodations and transportation to the site visit.
  - c. Assume full liability for personal safety during the visit.
  - d. Be competent in spoken and written English.
  - e. Sign a CVTEA confidentiality statement.
  - f. Sign a CVTEA conflict of interest statement
  - g. Prepare for the site visit by reading information provided.
  - h. Be cognizant that the role is as an observer.

## **VII. STANDARD PROTOCOL FOR HANDLING COMPLAINTS DIRECTED AT A VETERINARY TECHNOLOGY PROGRAM**

The CVTEA is interested in sustained quality and continued improvement in veterinary technology education programs and will accept complaints directed at a program. To ensure fairness to all parties, the CVTEA will use the following procedures when considering complaints:

1. The Complainant will complete and submit the CVTEA Complaint Form to AVMA staff.
2. The AVMA staff will apply these criteria to determine if the complaint is appropriate for review by the Committee on Veterinary Technician Education & Activities (CVTEA):
  - a. The complaint involves an AVMA accredited veterinary technology program or a developing program seeking AVMA accreditation.
  - b. The nature of the complaint, if verified, could potentially jeopardize a Program's ability to meet the Standards for AVMA accreditation.
  - c. The complaint is written and signed by the complainant identifying his/her relationship to the program.
  - d. Complaints under legal or administrative proceedings, including but not limited to, institutional accreditor review may not be reviewed until the underlying proceedings are complete.
3. AVMA staff will acknowledge receipt of the complaint to the complainant within ten working days. If the complaint meets the preliminary criteria for review by CVTEA, a copy of the complaint procedure will be issued to the complainant.
4. Staff will notify the Program of the content of the complaint, the position of the complainant, and review the complaint procedure. The AVMA CVTEA will take every precaution to protect the name of the complainant from being revealed to the Program; however, the CVTEA cannot guarantee confidentiality of the complainant.
5. Staff will invite the Program to respond to allegations.
6. Staff will gather pertinent facts surrounding the complaint including the program's response to the complaint.
7. If, after the pertinent facts are gathered, AVMA staff, in consultation with the CVTEA Executive Committee members, determines that the complaint meets the criteria for review, the original complaint and the facts of the investigation will be forwarded to the CVTEA.
8. The CVTEA will review the complaint and facts at the next appropriate, regular meeting to determine if action is necessary.
9. Both the program and the complainant will be notified of the CVTEA's decision. If the committee determines that action is necessary, AVMA staff will inform the program of such action.
10. The program or parent institution has the right of appeal the action of CVTEA if the CVTEA decision results in a change of accreditation status for the Program. The appeal process is outlined in the CVTEA Policies and Procedure manual.

The AVMA staff and the CVTEA do not intervene on individual matters of admission, appointment, promotion or dismissal of faculty, staff, or students.

### ***CVTEA Complaint Form***

The CVTEA is interested in sustained quality and continued improvement in veterinary technology education programs and will accept complaints directed at a program. However, AVMA staff and the CVTEA do not intervene on individual matters of admission, appointment, promotion or dismissal of faculty, staff, or students.

Before filing a complaint, the Complainant must read the Committee's complaints policy:

<https://www.avma.org/ProfessionalDevelopment/Education/Accreditation/Programs/Pages/cvtea-pp-complaints.aspx>. All complaints will be reviewed against the Committee's standards of accreditation found at <https://www.avma.org/ProfessionalDevelopment/Education/Accreditation/Programs/Pages/cvtea-pp.aspx>

**All complainants must complete this form in its entirety.** This form is designed to expedite the review of complaints. The completed form, accompanied by required evidence, may be submitted via the United States Postal Service or other mail carrier or email to the following address:

**Ms. Julie Horvath  
1931 N. Meacham Road  
Schaumburg, IL 60173  
[jhorvath@avma.org](mailto:jhorvath@avma.org)**

**Complaints received without this form completed in its entirety will not be processed.**

***CVTEA Complaint Form  
Complainant Information***

**(Please Print or Type)**

**First Name** \_\_\_\_\_

**Middle Initial** \_\_\_\_\_

**Last Name** \_\_\_\_\_

**Street Address** \_\_\_\_\_

**City/town** \_\_\_\_\_ **State** \_\_\_\_\_ **Zip** \_\_\_\_\_

**E-mail Address** \_\_\_\_\_

**Telephone Number** \_\_\_\_\_

**Complainant's Status in Relation to the College or University:**

\_\_\_ Current Student

\_\_\_ Former Student

    \_\_\_ Graduated

    \_\_\_ Voluntarily Withdrawn

    \_\_\_ Administrative Withdrawal

\_\_\_ Current Faculty

\_\_\_ Current Staff

\_\_\_ Former Employee

\_\_\_ Retired

\_\_\_ Voluntarily Resigned; Currently Employed Elsewhere

\_\_\_ Terminated by Institution

\_\_\_ Other (Please specify) \_\_\_\_\_

**1. College/University Named in the Complaint** \_\_\_\_\_

**2. Please list the accreditation standard(s) that you consider to be out of compliance. See <https://www.avma.org/ProfessionalDevelopment/Education/Accreditation/Programs/Pages/cvtea-pp-standards.aspx>.**

- \_\_\_ Standard 1: Institutional Accreditation
- \_\_\_ Standard 2: Finances
- \_\_\_ Standard 3: Organization and Communications
- \_\_\_ Standard 4: Physical Facilities and Equipment
- \_\_\_ Standard 5: Resources for Clinical Instruction
- \_\_\_ Standard 6: Library and Informational Resources
- \_\_\_ Standard 7: Admissions
- \_\_\_ Standard 8: Student
- \_\_\_ Standard 9: Faculty and Staff
- \_\_\_ Standard 10: Curriculum
- \_\_\_ Standard 11: Outcomes Assessment

**3. For each accreditation standard noted in #2, specifically describe how the institution has not complied with the standards found at <https://www.avma.org/ProfessionalDevelopment/Education/Accreditation/Programs/Pages/cvtea-pp-standards.aspx>. Specify each Standard(s) concern by its associated Standard number (i.e. Physical Facilities and Equipment, 4b) Please limit this description to a maximum of 750 words. You may submit this on a separate page.**

**4. Briefly provide the details of your complaint, using the clearest possible language. Indicate the time frame in which the events described in the complaint occurred. You may submit this on a separate page.**

**5. Describe the steps you have taken to resolve your complaint, including the relevant grievance and appeals policies and processes you followed at the institution.** Provide evidence of the steps you have taken and the institution's actions to date within its grievance processes and include copies of all correspondence between you and the institution related to your complaint. Also, send copies of relevant institutional policies. *Do not send originals.* You may submit this on a separate page.

**6. Have you filed this complaint with another organization or agency whether public, private or governmental?**

If Yes, name of organization/agency \_\_\_\_\_

Date Filed \_\_\_\_\_

What was the finding? (Submit copies of any correspondence from the organization/agency that reviewed your complaint).

**7. Have you initiated legal proceedings regarding this complaint?**

If *Yes*, name of court \_\_\_\_\_

Date Filed \_\_\_\_\_

What was the finding? (Submit copies of any rulings on your case by the court).

**8. List the documentation/evidence you have included with this complaint. Materials should be limited to those that are directly supportive of your case. Use a separate sheet if necessary.**

**9. What is the desired outcome that you are seeking from the CVTEA?**

***CVTEA Complaint Form  
Complainant Verification***

**This complaint will not be processed unless all the items below are checked and you have signed and dated the complaint.**

\_\_\_ I have read the *Accreditation Policies and Procedures of the AVMA Committee on Veterinary Technician Education and Activities* that outlines the procedures regarding the CVTEA's complaint process and agree that this form constitutes my complaint.

\_\_\_ I understand that if CVTEA finds an institution to be out of compliance with one or more accreditation standards, any action the Committee might take will be directed toward bringing the institution into compliance, not toward settling a dispute between an individual and that institution, or taking punitive action against the institution.

\_\_\_ I understand that CVTEA cannot act as a court of appeal to adjudicate grievances between an individual and an institution.

\_\_\_ I hereby certify that all of the information I have provided to the CVTEA is true and complete to the best of my knowledge.

\_\_\_ I certify that I am the individual named as the complainant. I understand that the Committee cannot accept complaints submitted by someone on behalf of a complainant.

**Name of Complainant (Please print or type):**

\_\_\_\_\_

**Signature of Complainant:**

\_\_\_\_\_

**Date Signed** \_\_\_\_\_

**For Internal Use Only:**

**Date Complaint Received by Committee** \_\_\_\_\_

**Comments** \_\_\_\_\_



## **VIII. DEFICIENCY & RECOMENDATION CATEGORIES**

### **CRITICAL DEFICIENCY (IES)**

Critical deficiencies apply to situations that clearly result in a program's inability to meet a Standard, and/or subject students, faculty, or others to unacceptable levels of risk. Documentation of significant progress toward compliance with each critical deficiency must be achieved by the time of the program's next report to CVTEA. Lack of compliance may be considered cause for reduction of the program's accreditation status.

### **MAJOR DEFICIENCY (IES)**

Major deficiencies apply to situations that jeopardize the ability of the program to meet a Standard. Progress toward meeting each major deficiency must be demonstrated on an annual or biennial basis. Documentation of steps taken toward compliance with major deficiencies is required. Lack of compliance within the assigned five- or six-year period, prior to the next scheduled complete evaluation, may be considered cause for reduction of the program's accreditation status.

### **RECOMMENDATION(S)**

Recommendations are suggestions for program improvement, but have no bearing on the program's accreditation status.

## **IX. PROCEDURE FOR APPEAL OF ADVERSE DECISIONS ON ACCREDITATION**

*Initially approved by the AVMA House of Delegates  
July 10, 1977*

An adverse decision on accreditation is defined as withholding initial or renewed accreditation, denial of a request for change of accreditation status, or the granting of less than full accreditation status.

In the event of an adverse decision by CVTEA, the affected school may petition for review of the decision on the grounds that CVTEA has ruled erroneously by disregarding the established AVMA criteria for accreditation, failing to follow its stated procedures, or failing to consider all the evidence and documentation presented at the time of the evaluation. When a school petitions for review of an adverse decision, the following procedure will apply:

1. Not later than 30 days from the date of the announcement of an adverse decision, the affected school shall notify the chair of the AVMA Council on Education in writing that it intends to petition for review of the decision. Not later than 60 days after the date of the announcement of the adverse decision, the school shall submit documentation supporting its petition. An advance deposit of \$5,000 must accompany the documentation materials and will be applied against the expenses incurred by the hearing panel. Additional necessary expenses shall be paid by the petitioning program, and any surplus of the deposit shall be returned to the program.
2. The chair of the AVMA Council on Education shall appoint a hearing panel comprising five people, none of whom shall be members of CVTEA. The chair of the Council shall designate the chair of the panel.
3. A hearing shall be held at a mutually convenient time and place within six months following receipt of documentation supporting the petition. AVMA staff will schedule and organize the hearing and notify the hearing panel, the school, and CVTEA members by mail.
4. At any hearing the petitioning school and CVTEA have the right to present witnesses, to submit any evidence pertinent to the case, and to question witnesses of others. Witnesses giving oral testimony shall be sworn in by the chair of the hearing panel. 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. Although the hearing process does not require legal counsel, the hearing panel and/or the CVTEA may have legal counsel present to advise it with respect to procedure.
5. The hearing panel may either affirm the decision of CVTEA or recommend to CVTEA that it reconsider the decision, giving reasons in either case. The conclusion of the panel shall be produced in writing and become a permanent record.
6. The initial accreditation status of the program involved shall remain unchanged during the review, and there shall be no public notice of an adverse decision until a review is complete and a final decision has been rendered.
7. At the discretion of the hearing panel, or upon the advance request in writing of either the petitioning school or CVTEA, a transcript of the proceedings may be made. The cost of such transcript will be borne by the party requesting it.
8. Travel, meals, and lodging for the hearing panel and witnesses will be at the expense of the institution requesting the hearing. Expenses will be reimbursed by AVMA and charged back to the institution requesting the hearing. Any other costs that may be incurred by petition for review shall be provided for by the institution requesting the hearing.
9. The report of the hearing panel will be considered at the next regular meeting of CVTEA. In the event that the hearing panel has recommended reconsideration of the initial decision of CVTEA, all deliberations of CVTEA, as well as the factors considered prior to a final decision, shall be a matter of record.

10. Not later than 30 days after the announcement of a final decision subsequent to a hearing, either the school or CVTEA may petition for rehearing on the basis of new evidence that could not, with reasonable diligence, have been discovered and produced at the original hearing. The procedure for a rehearing shall be the same as that described in paragraphs three through nine above. No more than one petition for rehearing may be filed by any party in a case.

11. The chief executive officers of the program and the institution will be provided with copies of the decision of the hearing panel, including a statement of specifics.

## **X. SPECIAL SITE VISIT**

If review of information indicates that major changes have occurred in an accredited program that may impact a program's ability to meet the Standards of Accreditation, an on-site evaluation may be requested. A special site visit would then be conducted to determine the program's degree of compliance with the Standards. A special site visit can be either focused or comprehensive, depending on the nature of the concerns. The letter of notification of this action from CVTEA will indicate the scope of the visit and any specific areas of concern.

Special site visits are conducted when it is necessary for the CVTEA to review information about the program that can only be obtained or documented on-site. The CVTEA may also request a special report from the involved program prior to conducting a special site visit. Special site visits are conducted for the following reasons:

- to assess the program's progress in implementing recommendations (previously identified deficiencies) from the most recent site visit report of evaluation
- to assess the impact of major changes (in curriculum, faculty, facilities, etc.) on the program's ability to continue to meet the accreditation standards
- to investigate a complaint raising questions about the program's compliance with the Standards
- to respond to a request from the chief executive officer or program administrator.

Programs are responsible for all costs associated with a special site visit.

### **Special site visit team composition**

Depending on the circumstances prompting the special site visit and on the need for particular expertise, the CVTEA will determine the personnel necessary to conduct the visit. The Committee may appoint any or all of the following: AVMA staff, CVTEA member(s), state veterinarian representative, veterinary technician representative, public representative.

## **XI. QUALITY ASSURANCE**

### **Development of Accreditation Standards**

The CVTEA is charged with the accreditation of veterinary technology programs. For CVTEA to assess programs for accreditation, standard requirements for the accreditation of veterinary technology programs have been developed and implemented. The CVTEA reports newly developed standards or changes to existing standards to the AVMA Board of Directors.

The process culminates in the adoption of standard requirements which are published in the *Accreditation Policies and Procedures of the AVMA CVTEA* manual. The manual is updated annually, or as needed.

### **Review of Established Standards**

The Committee's ongoing review of the standards results in their evolution based upon changes in the educational and professional community. Requests for modifying the standards may be received from a variety of sources. 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. Standards may be revised, added, or deleted.

Standards are reviewed cyclically every five years. Annually, the Standards Validity and Reliability Subcommittee will review in depth the applicable standards. Each standard will be reviewed for content, clarity, and contemporary need. The Subcommittee will recommend revisions of the standards to the full Committee.

### **Adding or Revising a Standard**

- The Subcommittee meets prior to the fall CVTEA meeting to review and propose any revisions to the standards.
- Proposed revisions are provided to the full Committee at the in-person fall meeting.
- Proposed revisions are sent out by on-line survey to stakeholders during winter/spring.
- Stakeholder feedback is reviewed prior to the spring meeting by the Subcommittee.
- The final recommendation on any standard revision is forwarded to the full Committee for their review at the spring meeting.
- The full Committee makes a final motion regarding the standard.
- If approved, the standard revisions are published in the annual *Accreditation Policies and Procedures of the AVMA CVTEA*.

### **Development of the Essential Skills List and Required Equipment List**

Graduates of veterinary technology programs are expected to possess the motor, critical thinking, and clinical application skills of an entry-level veterinary technician. CVTEA develops a list of the required psychomotor, critical thinking, clinical application skills and knowledge that are the foundation of the educational experience. These skills are developed in response to the evolving needs of the profession. Documentation of these competencies is used by CVTEA as one tool to monitor the accreditation process.

Veterinary technology programs have need of the appropriate resources to deliver the educational program to students. CVTEA develops a list of required equipment that must be available to all programs for primary teaching purposes.

### **Review of Current Essential Skills List and Required Equipment List**

An ongoing review of the essential skills and required equipment lists by the Committee results in revisions to the lists which are based upon changes in the needs of the profession. Requests for modifying the essential skills and required equipment may be received from a variety of sources. The addition or deletion of essential skills or required equipment is in response to changing professional needs.

Essential skills and required equipment are reviewed cyclically every five years. Annually, the Equipment and Skills Evaluation Subcommittee will review the applicable sections of the essential skills and required equipment lists. Each list will be reviewed for content, clarity, and contemporary need. The Subcommittee will recommend revisions

of the essential skills and required equipment to the full Committee.

**Adding or Revising the Essential Skills List and Required Equipment List**

- The Equipment and Skills Evaluation Subcommittee meets prior to the fall CVTEA meeting to review and propose any revisions to the essential skills and required equipment.
- Proposed revisions are provided to the full Committee at the in-person fall meeting.
- Proposed revisions are sent out by on-line survey to stakeholders during winter/spring.
- Stakeholder feedback is reviewed prior to the spring meeting by the Equipment and Skills Evaluation Subcommittee.
- The final recommendation on any revision to the essential skills and required equipment lists are forwarded to the full Committee for their review at the spring meeting.
- The full Committee makes a final motion regarding the essential skills and required equipment.
- If approved, the standard revisions are published in the annual CVTEA manual.

## APPENDIX A

### STATEMENT ON SAFETY

1. Veterinary technology programs and their parent institutions must establish policies and procedures that ensure a safe and healthy environment for students, instructors, personnel, and animals involved in the educational program.
2. Student acquisition of safety-related knowledge and skills is an important part of the educational process. The ability to apply these safety-related skills will increase the value of graduate veterinary technicians to the veterinary profession.
3. It is recognized that compliance with Occupational Safety and Health Administration (OSHA) regulations can be subject to variances in interpretation and application. Further, state and/or municipal safety regulations may supersede OSHA regulations. Nevertheless, all programs must comply with all applicable safety standards and monitor and maintain safety. Student understanding of basic OSHA concepts must be instilled through the curriculum.
4. Programs will be evaluated for attention to safety issues in general, with particular emphasis on specific subjects covered under Standards 4 (Physical Facilities and Equipment), 5 (Resources for Clinical Instruction), 8 (Students), and 10 (Curriculum). (See Appendix B)
5. The following are general safety concerns that CVTEA will review during site visits:
  - a. **Animal Handling** – Because species can inflict personal injury if improperly handled or restrained, understanding and application of proper animal handling procedures must be included in veterinary technology education. In addition, the safety of animals used in program instruction must be considered for all handling procedures. (See Appendix B)
  - b. **Occupational Safety and Health** –While recognizing that health and safety hazards are inherent in veterinary technology education, programs must demonstrate vigilance in taking steps to reduce these risks. All areas in which program student learning takes place must be in compliance with OSHA regulations. In some instances, the CVTEA expectations may expand on OSHA requirements to cover areas not specifically addressed in OSHA regulations. Areas of concern to the CVTEA include, but are not limited to: compressed gas cylinder placement and storage; eye wash, safety shower, and drench hose availability; radiation equipment, logs, use of dosimetry badges, and exposure records; availability of containers for sharps; secondary labeling of repackaged materials; use of personal protective equipment; anesthetic machine maintenance with vaporizer validation and recalibration if indicated; waste anesthetic gases handling; presence of Safety Data Sheets (SDS); program student pregnancy and rabies and/or other zoonotic disease prevention/vaccination policies; formaldehyde standards; noise; refrigerator contents; safety signage; and imperviousness of surfaces in laboratories, including seat covers, in which potential pathogens and/or hazardous material are used.
  - c. **Zoonoses** - The potential risks of animals as a source of zoonotic exposure or disease transmission to humans must be taught, and program personnel must model behaviors that minimize such exposure.
  - d. **Personal Safety** - Students and program personnel must be protected from personal harm and injury due to inadequate security. Care must be taken to avoid placing individuals in risk situations as a part of educational activity, e.g., if students are responsible for handling or caring for animals, means must be in place to reasonably ensure student safety. A protocol must be in place for the handling or disposition of aggressive or dangerous animals (such as “faculty only to handle animal” signage or removal of the animal from the program). A process shall be in place to monitor student injuries/safety in all program-related activities including, but not limited to externships/preceptorships. Also, a protocol must be documented that describes the management of bites, scratches, and/or other injuries sustained by students during their educational experience.
  - e. **Emergency Preparedness** – A plan must be in place to address safety issues and animal care/evacuation in the event of any natural or other disaster.

## APPENDIX B

### USE OF ANIMALS IN VETERINARY TECHNOLOGY TEACHING PROGRAMS

The use of animals in veterinary technology teaching programs is discussed under Standards 4 (Physical Facilities and Equipment), 5 (Resources for Clinical Instruction), and 10 (Curriculum). The following are provided for clarification of accreditation requirements:

1. CVTEA endorses the principles of humane care and use of animals
  - a. Care and use of animals must follow USDA regulations as authorized under the Animal Welfare Act (AWA) for all animal use.
  - b. Animal use in teaching must follow current best practices of humane care and use.
2. The transportation, care, and use of animals in veterinary technology teaching programs must be in accordance with the regulations of the USDA and applicable state and local requirements.
3. A search for alternatives must precede the use of live animals in teaching. If live animals are to be used, a written narrative justifying that use must be provided to the IACUC and faculty must be confident in their students' understanding and familiarity with the procedures to be undertaken so as to minimize any pain and/or distress to the animals involved.
4. All animal activities conducted by a program must be reviewed and approved by an institutional animal care and use committee (IACUC).
  - a. A written program of veterinary care for animals used in the program must be on file.
  - b. Animal use protocols must contain all information required by AWA guidelines.
  - c. Repeated use of individual animals for teaching laboratories must be specifically reviewed by the IACUC to ensure appropriate conditioning procedures and frequency of use.
  - d. Teaching procedures, which may cause more than momentary pain or distress to the animal, must be performed with appropriate sedation, analgesia, or anesthesia.
  - e. Euthanasia methods must be in accordance with *AVMA Guidelines on the Euthanasia of Animals*.
  - f. Prolonged restraint, multiple major surgical procedures, and food or fluid restriction from animals for teaching purposes must be prohibited. Exceptions must be specifically reviewed by the IACUC.
  - g. Formulate and publicize the IACUC policy for investigating and responding to complaints of inappropriate animal care or use.
  - h. Membership of the IACUC must meet AWA guidelines. It is highly recommended that programs consider having more than the minimum number of members, to allow for quorum requirements and conflict of interest on votes.
  - i. Meeting frequency, quorum requirements, as well as IACUC minutes and reports must conform to AWA guidelines.
5. Off campus providers of instructional support must meet objective requirements set by the program regarding the care and use of animals, physical facilities and available equipment.

Recommended sources for guidelines regarding humane care and use of animals:

Animal Welfare Regulations, CFR (Code of Federal Regulations), 2005. Title 9 (Animals and Animal Products), Chapter 1 (Animal and Plant Health Inspection Service, Department of Agriculture), Part 2 (Regulations) <http://www.aphis.usda.gov/wps/portal/aphis/ourfocus/animalwelfare>

Animal Welfare Act, United States Code, Title 7 (Agriculture), Chapter 54 (Transportation, Sale and Handling of Certain Animals), [http://www.aphis.usda.gov/animal\\_welfare/downloads/awa/awa.pdf](http://www.aphis.usda.gov/animal_welfare/downloads/awa/awa.pdf)

AVMA (American Veterinary Medical Association). Guidelines on the Euthanasia of Animals, April 2013, [http://www.avma.org/issues/animal\\_welfare/euthanasia.pdf](http://www.avma.org/issues/animal_welfare/euthanasia.pdf).

AVMA Position on Animal Welfare. Use of Animals in Research, Testing and Education. Revised June 2012.



Guide for the Care and Use of Laboratory Animals. Institute of Laboratory Animal Resources, Commission on Life Sciences, National Research Council. National Research Council. National Academy Press, Washington, D.C. 8<sup>th</sup> Edition 2010.

Guide for the Care and Use of Agricultural Animals in Agricultural Research and Teaching, Federation of Animal Science Societies, [www.fass.org](http://www.fass.org).

The IACUC Handbook (3<sup>rd</sup> Edition) by Jerald Silverman, Mark A. Suckow & Sreekant Murthy. CRC Press, 2000 NW Corporate Blvd, Boca Raton, FL 33431 ISBN 978-1466555648. 2014  
Animal Care Inspection Guide  
[https://www.aphis.usda.gov/animal\\_welfare/downloads/Animal%20Care%20Inspection%20Guide.pdf](https://www.aphis.usda.gov/animal_welfare/downloads/Animal%20Care%20Inspection%20Guide.pdf)

## **APPENDIX C**

### **OFF-CAMPUS CLINICAL INSTRUCTION**

CVTEA believes that off-campus sites may be used to meet some or all of an accredited program's requirements for clinical instruction. The following information is provided for clarification of accreditation requirements:

1. The parent institution must have clearly defined and appropriate educational goals for off-campus clinical instruction the resources and structure necessary to accomplish these objectives and a contingency plan to replace resources that become unavailable.
2. Off-campus instructors must be identified. A licensed veterinarian or a credentialed veterinary technician must supervise the instruction.
3. A course syllabus must be in place, including clearly identified course objectives and an Essential Skills List.
4. Student knowledge and/or skill must be evaluated at the completion of each course by faculty employed by the parent institution.
5. Special emphasis must be placed on outcomes assessment to ensure that students achieve the established educational objectives. Provisions for monitoring student progress must exist.
6. Memoranda of understanding must be established with all clinical sites that provide instruction of required specific skills. Specific criteria must be used to assist site supervisors in appropriately monitoring student progress. Clinical sites must meet objective requirements regarding practice quality, staff, and equipment. Student liability must be formally addressed by the parent institution and a policy implemented. If an off-campus clinical site is a primary source of clinical instruction, the MOU must have appropriate exit strategies and the Program should have a continuity of operations plan.
7. Academic and student support services must be available.
8. Clinical sites must be sufficiently diverse to ensure that students receive the variety of experience necessary to meet the requirements of CVTEA.

## **APPENDIX D**

### **GUIDELINES FOR BACHELOR OF SCIENCE IN VETERINARY TECHNOLOGY DEGREE**

The CVTEA has developed the following guidelines for evaluation of baccalaureate veterinary technology degrees:

1. The mandate of the CVTEA is to accredit programs in veterinary technology, not individual degrees granted by programs. Accreditation assures that the program meets the AVMA CVTEA Standards of Accreditation.
2. The educational institution must determine the structure and outcomes of the veterinary technology program needed to satisfy the CVTEA Standards of Accreditation. These include courses, program sequence, clinical application, duration and degree, all of which may be determined by internal policies and influenced by external regulatory standards.
3. The CVTEA recommends that accredited programs offering baccalaureate degrees develop curricula that distinguish the program from an associate degree program. While satisfying the AVMA CVTEA standards for veterinary technology education, the baccalaureate degree program may expand veterinary exposure and offer added value options such as:
  - a. Laboratory Animal Medicine
  - b. Practice Management/Business
  - c. Research
  - d. Education
  - e. Emergency/Critical Care
  - f. Anesthesia
  - g. Clinical Laboratory Medicine
  - h. Dentistry
  - i. Internal Medicine
4. Accredited programs expanding degree options to include baccalaureate options must inform CVTEA of this change but an additional level of accreditation will not be granted.

## APPENDIX E

### APPLICATION FOR ACCREDITATION OF PROGRAM FOR EDUCATING VETERINARY TECHNICIANS

Name of Institution: \_\_\_\_\_  
Address: \_\_\_\_\_ City: \_\_\_\_\_ State \_\_\_\_\_ Zip: \_\_\_\_\_  
Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ Email: \_\_\_\_\_  
Program Website: \_\_\_\_\_

**Application is hereby made to the American Veterinary Medical Association**

for accreditation of, \_\_\_\_\_  
(name of program)

in accordance with the published "Standards of an Acceptable Program for Educating Veterinary Technicians."

Degree(s)/Certificate Granted: \_\_\_\_\_

Program Length: \_\_\_\_\_

*The cumulative number of all site visits in a 12-month period shall not exceed 50 so all requests may not be met in a given year.  
The CVTEA may in its sole discretion and for good cause shown give consideration to exceed the maximum number of site visits.  
Currently accredited programs will be given priority in scheduling.*

**Programs Applying for Initial Accreditation:**

Submit materials as outlined in Section VI Standard Operating Procedures for Initial Accreditation

Provide anticipated enrollment date of first cohort: \_\_\_\_\_

Provide anticipated graduation date of first class: \_\_\_\_\_

(Site visits are usually conducted once the initial class has completed about 2/3 of the curriculum)

Indicate preference for site visit (month/year): \_\_\_\_\_

Programs applying for initial accreditation must submit the application form along with the non-refundable application fee. Following acceptance of the initial application materials, a self-study report is due 8 weeks prior to the site visit.

Fees: Initial accreditation \$3,000

Re-application for initial accreditation \$3,000

Print and then Sign Name:

Chief Executive Officer of Institution \_\_\_\_\_

Print and Sign Name:

Department Head/Division Dean \_\_\_\_\_

Print and Sign Name:

Director of Program \_\_\_\_\_

Indicate credentials: \_\_\_\_\_

Date: \_\_\_\_\_

**Submit this application along with the materials requested in Step 1 of the Initial Application Material and Review Form found in Section VI of the Accreditation Policies and Procedures of the AVMA CVTEA**

**Send to: American Veterinary Medical Association, Education and Research Division, 1931 N. Meacham Rd., Suite 100, Schaumburg, IL 60173-4630**

## APPENDIX F

### SELF-STUDY SUBMISSION REQUIREMENTS AND SITE VISIT MATERIALS

The purpose of the self-study is to:

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

The program must prepare **five** copies of the Self-Study Report. Mail one copy of the report, along with the website link to the College catalog, to each of the five evaluation team members to arrive by the established submission deadline. AVMA staff will provide the mailing addresses of the team members as they are identified. Track all packages and call or email the AVMA office to confirm when the reports have been shipped. In addition, email an electronic copy of the self-study report, including appendices to the AVMA office at [jhorvath@avma.org](mailto:jhorvath@avma.org).

All Self-Study Reports must be:

1. Authored by the Program Director or Interim Program Director and reviewed and approved by any necessary institutional personnel.
2. Limited to 50 pages for the narrative section and 50 pages for the appendices. Course outlines must be submitted on thumb drive.
3. Single-sided, single-spaced.
4. Page numbered (including appendices).
5. Sectioned by Standard, with each section and appendix separated by a tab. Tabs must be numbered to coincide with the Standard and appendix.
6. Spiral bound with a soft cover. No three-ring binders.
7. Concise, yet complete. Be judicious in the amount of material included in the report. (i.e., feedback questionnaires must be summarized). If you are unsure as to whether or not to include something, contact the AVMA office
8. Received (electronic and print) at its destination(s) by the required deadline. Self-study reports received after the required due date may result in a late fee of \$250.

Provide the following information in **APPENDICES**: (Information in the appendices must be organized by Standard and the tab appropriately labeled):

- Most recent letter of accreditation from Institutional Accreditor
- Organizational chart
- Membership of the advisory committee and copies of the minutes of the last two advisory committee meetings
- Facility diagrams and Photographic evidence of facilities. If using an online video source such as YouTube provide the link to the video in the narrative of the self-study report. Photos may also be submitted on a thumb drive
- Copy of latest USDA Inspection Report and responses to deficiencies if noted
- Copy of one example of Memorandum of Understanding with off-campus clinical sites (if applicable).
- Copies of last two IACUC meeting minutes and an example of one animal use protocol
- Student Pregnancy Policy and Student Rabies Vaccination Policy
- Job Description of Program Director
- Suggested Course sequence
- Course descriptions
- Copies of Official CVTEA School Report as provided by PES for the last five years (summary sheets and domain scores of VTNE may be provided if the Official CVTEA School Report is not available. Reports may be submitted on thumb drive).

Provide the following as separate **ITEMS** along with your self-study report:

Item 1 – College catalog (if print copies are no longer used, provide a link to the website on a cover page)

Item 2 – Student handbook and orientation materials, if applicable.

Item 3 – Aggressive animal and management of animal bites/injury to student policy

Item 4 – Course outlines on a thumb drive

Have the following items **AT THE SITE VISIT** for the site team. One copy of each for the team to review will suffice. Arrange items according to the Standard. Note: although some items listed below may have already be submitted in the self-study, have the documentation at the visit for the team.

- a. Standard I
  - i. Document verifying institutional accreditation with \_\_\_\_\_
- b. Standard III
  - i. Current roster of the membership of the program advisory committee
- c. Standard IV
  - i. Aggressive animal policy
  - ii. Management of animal bites/scratches policy
  - iii. Emergency plan (if not provided in SSR)
- d. Standard V
  - i. All animal care and use protocols
  - ii. Animal care and use concern complaint protocol
  - iii. Evidence of reporting to the Institutional Official
  - iv. Institutional Animal Care and Use Committee minutes
  - v. Animal Care and Use Committee membership (if different from membership submitted in self-study)
  - vi. All signed memoranda of understanding (MOU's) [animal resources and off-campus providers of clinical instruction]
  - vii. Medical logs utilized by the program, including controlled substance log and/or mock controlled substance log
  - viii. Documentation of requirements, if any, for providers of off-campus clinical instruction
  - ix. Photographs or video of off-campus sites used for primary instruction
- e. Standard VI
  - i. List of texts, periodicals, and databases available to the program (can be in an electronic format)
- f. Standard VII
  - i. Program admission packet, if applicable
  - ii. Program brochures, if applicable
- g. Standard VIII
  - i. Documentation of student enrollment numbers
- h. Standard IX
  - i. Resumes of program personnel (at minimum those employed at least 25% time) and additionally:
    - 1. Veterinarian(s) who fulfill(s) the FTE requirement
      - a. Copy of license(s)
    - 2. Credentialed veterinary technician(s) who fulfill(s) the FTE requirement
      - a. Copy of degree transcript(s) from CVTEA accredited veterinary technology program
      - b. Copy of veterinary technician credential(s) (i.e. LVT, CVT, or RVT)
  - ii. Documentation of program personnel workloads

- i. Standard X
  - i. All standardized criteria used for the evaluation of essential skills
  - ii. Course syllabi
  - iii. Examples of course content (e.g. unit of instruction with lecture and laboratory components, exams)
  - iv. Signed externship/internship/preceptorship agreement/contracts
- j. Standard XI
  - i. Samples of completed Graduate and Employer surveys
  - ii. Samples of evaluations by preceptorship/internship/externship supervisors, students, or program personnel, if available
  - iii. Job placement information, if available

## APPENDIX G

### SELF-STUDY REPORT Accreditation Information and Self-Evaluation

Report of Self-Evaluation For (title of program) \_\_\_\_\_

\_\_\_\_\_  
(name of college or school)

\_\_\_\_\_  
(address)

Report by \_\_\_\_\_

(name)

(official position)

Signature of Author: \_\_\_\_\_

Date \_\_\_\_\_ Telephone Number \_\_\_\_\_ Email: \_\_\_\_\_

To save time for all concerned during the evaluation visit, and to ensure accuracy of the records of AVMA, see Appendix F for submission guidelines. If an index or table of contents can be provided with the material submitted, it will greatly enhance the review process.

Administration, faculty, and students should be fully involved in the self-study, and any active advisory committees should have an opportunity for input before the final report is sent to CVTEA. Self-evaluation should be an ongoing activity of the program. This form is offered as a general outline for the report. Discuss each major section in detail in narrative form.

Principal Administrative Officers (**if titles are not applicable, provide appropriate terms**)

A. President or Chief Executive \_\_\_\_\_  
Officer of College or School

Signature: \_\_\_\_\_

B. Dean of Academic Affairs \_\_\_\_\_

C. Dean of Student Affairs \_\_\_\_\_

D. Director of Financial Affairs \_\_\_\_\_

E. Department Head/Division Dean \_\_\_\_\_

F. Director of Program for \_\_\_\_\_  
Educating Veterinary Technicians



**Introduction**

- A. Provide a brief history of the program.
- B. Note the strengths and challenges of the program.
- C. Do any critical or major deficiencies from your last accreditation evaluation remain unmet? If yes, describe otherwise leave blank.

**I. Institutional Accreditation**

- A. Which agency recognized by the United States Department of Education accredits the parent institution?
  1. Provide date of last institutional accreditation review.
  2. Provide date of next institutional accreditation review.
  3. Is the program in good standing with the institutional accreditor?

**II. Finances**

- A. Fill out the following financial page. Be sure to include Total Institutional Operating budget. Insert the years and whether it is based on fiscal or calendar years.

	Two Years Past Year (s)	Prior Year Year (s)	Current Year (Budgeted) Year (s)
TOTAL INSTITUTIONAL OPERATING BUDGET:			
<i>PROGRAM REVENUE:</i>			
State appropriated funds			
Federal funds			
Student tuition and fees			
Grants			
Other (specify)			
Total Revenue of Program			
<i>PROGRAM EXPENDITURES:</i>			
Personnel (include numbers/category)			
Veterinarians ( )			
Credentialed Veterinary Technicians ( )			
Other Technical Personnel ( )			
Other Instructional Personnel ( )			
Non-academic Personnel ( )			
Benefits on salaries ( )			
Equipment			
Supplies			
Other (specify)			
Total Expenditures of Program			
<i>FOR PROPRIETARY SCHOOLS:</i>			
Total Assets of Institution			
Total Liabilities of Institution			

- B. What would be the theoretical total cost for student who is a resident of the state (if applicable) to complete the program, based on current tuition, fees, and equipment, books, and related costs.

- C. Are program-specific scholarships or grants available? If yes, briefly describe including amount of funding.
- D. Is the present budget adequate for program needs?
- E. Are changes in the present budget needed? If yes, what changes?
- F. What provisions are made for emergency needs outside the established budget?

### III. *Organization and Communications*

- A. Program Mission
  1. Provide the mission statement for the program
  2. What is the primary focus of the program (companion animals, equine, food-producing animals, laboratory animal medicine)?
- B. Communications
  1. Indicate organizational placement of the program within the institution and describe the line of communication between the program and the institution's administration.
  2. Provide membership of the advisory committee and copies of the minutes of the last two advisory committee meetings.
  3. Are improvements in communications needed? If so, what improvements are planned?

### IV. *Physical Facilities and Equipment*

- A. Provide photographic or video images of all facilities used for primary instruction in the program. This includes on-campus and off-campus facilities. (i.e. campus clinical and laboratory facilities, large animal facilities, etc.) List all facilities used by the program and give a third person narrative description of each site. [Distance Education Programs (DEP) only – describe any physical office space and where administrative offices reside]
- B. Classrooms, laboratories, animal holding areas, and clinical facilities:
  1. Discuss the adequacy of rooms and areas, including adequacy of lighting and ventilation. [DEP only – are any campus labs used for student instructor or assessment of hands-on skills]
  2. What changes are needed, if any?
  3. Is the program registered with the U.S. Department of Agriculture (USDA)? If so, include a copy of the latest USDA inspection report and responses to deficiencies noted.
- C. Equipment for classrooms, laboratories, and clinics: [DEP only – describe the types of software used to view hands-on skills received for assessment including bandwidth size, describe IT support available to instructors and students]
  1. Complete the following table to identify if required equipment is owned by the program or available from other resources. If available from other resources, identify the resource.

Required Equipment	If equipment is owned, note how many in this column	If equipment is available at another resource, identify where in this column
<b>INSTRUCTIONAL EQUIPMENT</b>		
*Camera		
*Computer		
<b>AUDIOVISUAL</b>		
*Presentation system including software		
*Video recording and viewing equipment		
<b>SPECIMENS, MODELS</b>		
*Large animal skeleton/limbs		
*Small animal skeleton		
<b>CLINICAL EQUIPMENT</b>		
*Anesthesia machine – small animal		
*Isoflurane		
*Non-rebreathing system		
*Waste anesthetic gas exhaust system		
*Animal gurney or stretcher		
*Autoclave		

<b>Required Equipment</b>	<b>If equipment is owned, note how many in this column</b>	<b>If equipment is available at another resource, identify where in this column</b>
*Bandaging/casting material		
*Bathing equipment		
*Blood pressure monitoring equipment		
*Cages complying with federal regulations		
*Capnometer		
*Cardiac monitor		
*Controlled drug cabinet		
*Dehorers		
*Dental instruments – large animal—dental floats		
*Dental instruments – small animal—ultrasonic scaler and polisher including appropriate hand instruments		
*Electric clippers		
*Electrocardiograph (with printing capabilities as optional)		
*Emasculator		
*Emergency crash kit with accessible emergency drugs and dosages, supplies and equipment (including, but not limited to, endotracheal tubes and Ambu bag with adaptor for endotracheal tube and resuscitation mask)		
*Endotracheal tubes		
*Esophageal stethoscope		
*Examination tables		
*Fluid Pump		
*Hoof trimmers and picks		
*Microchip Scanner		
*Nail trimmers		
*Ophthalmoscope		
*Oral dosing equipment		
*Laboratory Animal		
*Large animal		
*Small animal		
*Oral speculum-small animal (mouth gag)		
*Orthopedic equipment		
*Otoscope		
*Pulse Oximeter		
*Scales, animal		
*Stethoscope		
*Surgical instruments, basic		
*Surgical lights		
*Surgical tables		
*Syringes, multiple dose		
*Temperature monitoring device (e.g. thermometer)		
*Tonometer		
*Tourniquet		
*Tubes – feeding and gavage		

Required Equipment	If equipment is owned, note how many in this column	If equipment is available at another resource, identify where in this column
*Vaginal speculum		
*Warming device (e.g. circulating warm water blanket, forced warm air blanket)		
<b>RESTRAINT EQUIPMENT</b>		
Laboratory Animal		
*rodent		
*rabbit		
Large animal		
*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)		
*Twitch		
*Ropes		
*Halter		
Small animal		
*Elizabethan collar		
*Restraint pole		
*Muzzle		
<b>LABORATORY EQUIPMENT</b>		
*Centrifuge		
*Clinical chemistry analyzer		
*Manual (differential) blood cell counter		
*Electronic blood cell counter		
*Hand tally cell counter		
*Incubator		
*Microhematocrit centrifuge		
*Microscopes		
*Refractometer		
<b>RADIOGRAPHIC IMAGING EQUIPMENT</b>		
*Aprons & gloves, protective		
*Automatic film processor		
*Calipers		
*Cassette holders		
*Film		
*Film identification markers		
*High speed/rare earth screens		
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 viewer		

2. What non-essential equipment is desired?
- D. Office and program storage space:
  1. Is office space adequate for needs, including privacy of student counseling? [DEP only – omit question if no office space is provided by the institution]
  2. Discuss or describe storage space provided for program. [DEP only – describe storage and retrieval of electronic student files]
  3. What changes are needed, if any?
- E. Off-campus clinical sites for primary instruction of student skills (other than externships/practicums), if used:
  1. List and describe sites used. [DEP only - describe the criteria used for approval of clinical sites]
  2. Are memoranda of understanding in place with off-campus providers of instructional support that clearly indicate the responsibilities of the sites, the program, and program students?
  3. How are these sites used in the delivery of instruction?
  4. How many students are at each site at a given time?
  5. Who is responsible for validating the acquisition of requisite competencies at these sites, and how is that validation verified? [DEP only – include how does the program evaluate student's experience at the clinical site]
  6. How are student learning activities at these sites monitored by program personnel?
- F. Briefly describe any emergency preparedness or disaster plans in place for the program and the institution. (Appendix A)

#### ***V. Resources for Clinical Instruction***

- A. List species of animals and numbers of each available for teaching purposes. [DEP only – do not fill out the species list]

\*Species preceded by an asterisk are required. All others are recommended.

	NUMBERS OWNED BY THE PROGRAM	NUMBER OF ANIMALS USED IN MOST RECENT ACADEMIC YEAR
<b>COMPANION ANIMALS</b>		
*Cats		
*Dogs		
*Horses/ponies		
<b>FOOD ANIMALS</b>		
*Cattle		
Goats		
Poultry		
Sheep		
Pigs		
<b>LABORATORY &amp; EXOTIC ANIMALS</b>		
Gerbils		
Guinea pigs		
Hamsters		
*Mice		
Non-human primates		
*Rabbits		
*Rats		
*Birds		
Fish		
Reptiles		
Other – please specify		

- B. How does the program ensure that adequate numbers of animals are available to provide sufficient hands-on experiences for each student?
- C. What is the student to animal ratio for laboratories with: [DEP only – omit questions D, E, G, and I below]
  - 1. Small animals?
  - 2. Large animals?
  - 3. Laboratory animals?
  - 4. Birds?
- D. From where are animals that are used in the program procured? If using sources such as animal shelters, do you have memoranda of understanding with these sources?
- E. How are animals transported from the sources to the program?
- F. Provide membership of the required institutional animal care and use committee (IACUC) and copies of the minutes of the last two meetings.
- G. Who is in charge of animal care?
- H. How are teaching models used in program instruction?
- I. If clinical services are provided to the public, how are these used to enhance program student educational experiences?

## **VI. Library and Informational Resources**

- A. Library operations:
  - 1. How many hours per week is the library open? Provide total and daily hours. [DEP only – describe informational resources available to students. Omit question A2]
  - 2. What is the seating capacity?
  - 3. How is the library staffed? What is the name and credentials of the lead librarian? What are the credentials of other library personnel?
  - 4. Where is the library located in relation to the Program facilities?
- B. Library veterinary technology-specific holdings:
  - 1. How many books specifically relate to veterinary technology and veterinary medicine?
  - 2. How many periodicals specifically relate to veterinary technology and veterinary medicine?
  - 3. What databases are available that pertain to veterinary technology?
  - 4. What types of auto tutorial and/or other learning resources are available to the veterinary technology students, including space, materials, personnel, computers and other equipment?
- C. How much money is allocated to veterinary technology-related acquisitions?
- D. Evaluation:
  - 1. Are library facilities adequate?
  - 2. Are library holdings of reference books and periodicals current and adequate?
    - a. How often are books and periodicals reviewed and purged?
  - 3. What changes in library services would benefit the program?
  - 4. What methods are used to encourage students to use the library?

## **VII. Admissions**

- A. Maximum number of students to be admitted to program in each enrollment period.
- B. Number of times students are enrolled in the program per year.
- C. Number of qualified applicants for each enrollment period for the current first year of the program.
- D. Number of students entering each enrollment period for the present first-year class.
- E. Describe procedure for selecting first-year students:
  - 1. Minimal scholastic requirements, tests used, interview system, documentation required, and special provisions for out-of-state students, if applicable.
  - 2. How are program personnel involved in the admissions process for program students?
  - 3. What changes in admission requirements would benefit the program?

## **VIII. Students**

- A. Institutional enrollment:
  - 1. Total head count:
  - 2. Full-time equivalent:

- B. Number of students presently at each stage of the curriculum: (If the program offers more than one option, provide numbers for each program option separately)
1. First year:
  2. Second year:
  3. Third Year (if applicable):
  4. Fourth Year (if applicable):
- C. Enrollment options:
1. What enrollment options do students have? (i.e. full-time only; part-time; evening, etc.)
  2. Full-time equivalent enrollment in the program.
- D. Do you anticipate enrollment numbers changing in the next two years? If yes, what is the anticipated maximum number in the next two years?
- E. If enrollment takes place at more frequent intervals, please show current enrollment in each academic term.
- F. Provide retention information for the last three complete academic years by completing the table below. (Use data based on a July 1<sup>st</sup> to June 30<sup>th</sup> year. Beginning enrollment is the total number of students enrolled in the program on July 1; Graduates is the number of graduates between July 1<sup>st</sup> to June 30<sup>th</sup>; New Starts is the number of students enrolling in the program between July 1<sup>st</sup> to June 30<sup>th</sup>; Re-entries is the number of students who re-entered the program between July 1<sup>st</sup> to June 30<sup>th</sup>; and Ending enrollment is the total number of students enrolled in the program on June 30<sup>th</sup>.)

	Two Years Past (2012-2013)	Prior Year (2013-2014)	Current Year (2014-2015)
E = Enrollment (as of July 1)			
NS = New Starts (July 1 to June 30)			
RE = Re-entries (July 1 to June 30)			
G = Graduates (July 1 to June 30)			
EE = Ending Enrollment (as of June 30)			
Retention % = $(EE + G) / (E + NS + RE)$			

- G. Provide number of graduates for each of the past five years including, the current year based on a July 1<sup>st</sup> to June 30<sup>th</sup> year. (If graduation occurs several times each year, show numbers of graduates in each academic term.) (Provide numbers for each program option separately)

Academic Term (e.g. spring 2011)	Four years past	Three years past	Two years past	Prior year	Current year
Total graduates					

- H. For new programs, when will the first class graduate and with how many students?
- I. Student safety issues. (see *Statement on Safety*, Appendix A)
1. Provide program policy for student pregnancy.
  2. Provide program student rabies prevention/vaccination policy.
  3. Have any student injuries or accidents occurred that required medical assistance beyond first aid?
- J. Briefly describe student support services, including academic and personal counseling.
- K. Describe the activities of the student veterinary technician organization.
1. How do the organization's activities contribute to the quality of the program?
  2. Is the student organization an institutional member of the National Association of Veterinary Technicians

- in America (NAVTA) and the state veterinary technician organization?
- L. Through what channels do students have input to the program's policies and curriculum?

**IX. Faculty and Staff**

- A. Number of faculty/staff and full-time equivalents (FTE) devoted to the veterinary technology program and salary information. Only include faculty/staff from other departments who teach veterinary technology courses to program students:

RANK	HEAD COUNT	FTE	MAXIMUM SALARY	MINIMUM SALARY	AVERAGE PAID CURRENT YEAR	LENGTH OF CONTRACT (9-month, 10-month, 12-month)
Program Director						
Veterinarian						
Credentialed Veterinary Technician						
Non-Veterinary Instructor						
Other Program Staff (specify)						

- B. Provide the following information for each faculty/staff member assigned one-quarter time or more to the veterinary technology program:

Name  Indicate state(s) person is licensed or credentialed	Education  Indicate degree(s), name(s) of institutions, and each year of degree conferment.	Title or Rank	Date of Original Appointment	Full- or Part-Time or Adjunct	Average Teaching Load in Student Contact Hours Per Week	Professional Association Memberships
Example: Dr. Jane Smith  Licensed in the states of Illinois and Michigan	DVM,  ABC University, 1908	Instructor	January 1, 1909	Part-time	Student contact hours= total of lecture plus lab hours per week and any office/advising hours engaged with students  Example: If the instructor teaches a 5 credit course which consists of 3 hours of lecture and 2 hours of lab per class and the class meets twice a week then the total student contact hours is 10 hours per week	American Veterinary Medical Association (AVMA)

- C. Is the program instructional staffing adequate for program needs? If not, what are those needs?
1. What is the program personnel to student ratio for:
    - a. Animal handling laboratories?
    - b. Program laboratories without animals?
    - c. Lecture classes?
- D. Describe clerical support available to program.



- E. Are institutional policies for retirement, consultation or outside work by faculty, etc. adequate? If not, explain:  
(Do not include the faculty handbook)
    1. Are program personnel supported, either financially or otherwise, to attend scientific meetings? If yes, describe how.
    2. Briefly describe College support and requirements for professional development of instructors.
  - F. Personnel issues:
    1. Are salaries adequate?
    2. Discuss faculty and staffing continuity and stability.
    3. Describe the policy and financial provision for part-time faculty, the number currently used in the program, and how they are used in the program.
    4. Who is responsible for hiring and dismissal of program faculty members and support personnel?
    5. How is teaching effectiveness evaluated?
    6. Describe any changes needed in personnel policies.
- X. Curriculum**
- A. Total number of credit hours:
    - a. Based on quarters or semesters?
  - B. What degree(s) (or certificate) is/are granted?
  - C. Provide the program curriculum showing suggested course sequencing.
  - D. Student time involved in classes:
    1. Hours per week
    2. Weeks per term
    3. Terms per year
    4. Number of externship/internship/preceptorship hours in the curriculum (honing skills). Do not include hours at off-campus sites where primary learning occurs.
    5. If applicable, number of hours during the externship/internship/preceptorship spent in primary learning (completing essential skills including assessment).
    6. Length of time to complete the program (based on full-time enrollment).
  - E. College calendar:
    1. Date present academic year began:
    2. Date present academic year will end:
  - F. Provide a brief catalog-style (outline) description for each core veterinary technology course. (Do not repeat student attendance, honesty, grading, or conduct policies).
  - G. Provide two examples of standardized criteria used for evaluating student acquisition of skills.
    1. Describe how standardized criteria are used to ensure that all students have completed all required tasks and have been assessed using the defined criteria.
    2. Who is responsible for evaluating skills acquisition in the program? [DEP only – also describe how hands-on skills are evaluated including feedback, turn-around time, and how exams are proctored.]
  - H. Describe off-campus assignments for the practical veterinary experience (preceptorships, internships, externships, affiliations, practicums, field trips).
    1. Are memoranda of understanding used that delineate the expectations of all parties?
    2. Are there criteria in place for onsite supervisors to assess student performances?
    3. How are student learning activities at these sites monitored by program personnel?
  - I. What changes in the curriculum, if any, are being considered?
    1. Describe process for curricular review.
  - J. Describe use of distance learning (if any) or any anticipated use (if not a DLP). (See *Off-Campus Clinical Instruction*, Appendix C.)
  - K. Describe efforts to instill habits of life-long learning, including continuing education offerings.
  - L. Does the program accept high school veterinary technology courses for college credit? If yes, what is accepted?
  - M. Does the program accept credits from non-accredited veterinary technology programs? If yes, explain how the program assesses the rigor of transfer.

## **XI. Outcomes Assessment**

- A. Submit copies of Official CVTEA School Report as provided by PES for the last five years (summary sheets and domain scores of VTNE may be provided if the Official CVTEA School Report is not available).

Complete the following table:

	2010 – 2011	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015
Number of first-time test takers passing VTNE (July 1 to June 30)	enter text.	enter text.	enter text.	enter text.	enter text.
Total number first-time test takers (July 1 to June 30)	enter text.	enter text.	enter text.	enter text.	enter text.
VTNE pass rate (July 1 to June 30)	enter text. %	enter text. %	enter text. %	enter text. %	enter text. %

- B. If a state veterinary technician examination is used, report data for the past five years, including current year to date.
- C. Is there a credentialing requirement in the state? If yes, who is responsible for the credentialing of veterinary technicians?
- D. Provide summaries of assessments of:
1. Surveys of graduates indicating educational preparedness and employment satisfaction.
  2. Surveys of employers of graduates indicating satisfaction with graduates.
  3. Evaluations by faculty and staff related to adequacy of clinical resources, facilities and equipment, library resources, and preparedness of graduates. (e.g. describe feedback provided by your faculty and staff regarding current program resources)
  4. Any other method of assessment used.
- E. Provide numbers of surveys sent out and numbers received.
- F. Have representative samples of surveys available for site team perusal at the site visit.
- G. How is collected data from graduates and employers used to improve the program?
- H. How is feedback from the advisory committee used for program improvement?
- I. How is data from VTNE results and applicable state examinations used for program improvement?
- J. Are Program graduates prepared with entry-level skills?
- K. Provide a link to the webpage where VTNE results are reported. The following table is an EXAMPLE of what is required to be posted on program's website.

	July 1, 201X - June 30, 201X
Number of eligible first-time candidates	#
Number of first-time candidates that have taken the VTNE	#
Three-year VTNE pass percentage	##%

## APPENDIX H

### INSTRUCTIONAL RESOURCES AND EQUIPMENT LIST

This list is designed to monitor resources used in educating veterinary technicians. Items must be owned or available for primary teaching.

<i>*Species preceded by an asterisk are required. All others are recommended.</i>	
<b>COMPANION ANIMALS</b>	
*Cats	
*Dogs	
*Horses/ponies	
<b>FOOD ANIMALS</b>	
*Cattle	
Goats	
Poultry	
Sheep	
Pigs	
<b>LABORATORY &amp; EXOTIC ANIMALS</b>	
Ferrets	
Gerbils	
Guinea pigs	
Hamsters	
*Mice	
Non-human primates	
*Rabbits	
*Rats	
*Birds (e.g. pigeons, chickens, parrots, cockatoos, etc.)	
Fish	
Reptiles and amphibians	

<i>*Items preceded by an asterisk are required. All others are recommended.</i>	
<b>INSTRUCTIONAL EQUIPMENT</b>	
*Camera	
*Computer	
<b>AUDIOVISUAL</b>	
*Presentation system including software	
*Video recording and viewing equipment	
<b>SPECIMENS, MODELS</b>	
*Large animal skeletal limb	
*Small animal skeleton	
<b>CLINICAL EQUIPMENT</b>	
Anesthesia machine – large animal	
*Anesthesia machine – small animal	
*Isoflurane	
Sevoflurane	
*Non-rebreathing system	
*Waste anesthetic gas exhaust system	
*Animal gurney or stretcher	
*Autoclave	
*Bandaging/casting material	

<i>*Items preceded by an asterisk are required. All others are recommended.</i>
*Bathing equipment
*Blood pressure monitoring equipment
*Cages complying with federal regulations
*Capnometer
*Cardiac monitor
*Controlled drug cabinet
Defibrillator
*Dehorner
*Dental instruments – large animal—dental floats
*Dental instruments – small animal—ultrasonic scaler and polisher including appropriate hand instruments
*Electric clippers
*Electrocardiograph (with printing capabilities as optional)
Electrosurgical equipment
*Emasculator
*Emergency crash kit with accessible emergency drugs and dosages, supplies and equipment (including, but not limited to, endotracheal tubes and Ambu bag with adaptor for endotracheal tube and resuscitation mask)
*Endotracheal tubes
*Esophageal stethoscope
*Examination tables
Fiber optic endoscope
*Fluid Pump
Gas sterilizer
*Hoof trimmers and picks
*Microchip Scanner
*Nail trimmers
Obstetrical instruments – large animal
*Ophthalmoscope
*Oral dosing equipment
*Laboratory Animal
*Large animal
*Small animal
Oral speculum – large animal
*Oral speculum-small animal (Mouth gag)
*Orthopedic equipment (familiarity with common orthopedic instruments – e.g. orthopedic wire, K-wire, pins, bone screws, pin cutter, wire cutting scissors, rongeur, bone holding forceps, hand chuck, osteotome, bone curette, mallet, Gigli wire saw and handles, elevator, and bone plates)
*Otoscope
*Pulse Oximeter
*Scales, animal
*Stethoscope
*Surgical instruments, basic
*Surgical lights
Surgical suction
*Surgical tables
*Syringes, multiple dose
*Temperature monitoring device (e.g. thermometer)
*Tonometer
*Tourniquet
*Tubes – feeding and gavage

<i>*Items preceded by an asterisk are required. All others are recommended.</i>
Ultrasound machine
*Vaginal speculum
Ventilator
*Warming device (e.g. circulating warm water blanket, forced warm air blanket)
<b>RESTRAINT EQUIPMENT</b>
Laboratory Animal
*rodent
*rabbit
Large animal
*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)
*Twitch
Nose tongs
*Ropes
*Halter
Hog snare
Small animal
*Elizabethan collar
*Restraint pole
*Muzzle
<b>LABORATORY EQUIPMENT</b>
Blood mixer/rocker
*Centrifuge
*Clinical chemistry analyzer
*Manual (Differential) blood cell counter
*Electronic blood cell counter
*Hand tally cell counter
Hemocytometer
*Incubator
McMaster method slide
*Microhematocrit centrifuge
*Microscopes
*Refractometer
Scales, laboratory
<b>RADIOGRAPHIC IMAGING EQUIPMENT</b>
*Aprons & gloves, protective
*Automatic film processor
*Calipers
*Cassette holders
Digital film processor
*Film
*Film identification markers
Hand dark room and developing equipment
*High speed/rare earth screens
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

<i>*Items preceded by an asterisk are required. All others are recommended.</i>	
*Radiographic viewer	
Radiographic machine – dental	
Radiographic machine - digital	

## APPENDIX I

### VETERINARY TECHNOLOGY STUDENT ESSENTIAL AND RECOMMENDED SKILLS LIST

The Essential and Recommended Skills List (Skills List) is a resource for veterinary technology programs to utilize for curriculum development and instruction as well as an accreditation monitoring tool for CVTEA. The Skills List represents the complex role of the veterinary technician and encourages instruction in motor, critical thinking and clinical application skills at the entry veterinary technician level. A veterinary technician student, having completed the curriculum, will have gained the prerequisite knowledge and perspective to enable him/her to carry out the following decision making abilities.

The program must provide documentation of standard criteria for evaluating each student's completion of every essential skill. These criteria must be consistent with standards that reflect contemporary veterinary medicine.

Although the Skills List will serve as a foundation on which to build each program's curriculum, Veterinary Technology instructors are encouraged to expand the list with additional skills representing current trends in veterinary medicine including each observable step necessary for completion of skill.

**Required tasks are denoted by an asterisk (\*).**

***Italicized text denotes hands-on (psychomotor) skills; all other text denotes didactic (knowledge-based) skills.***

**The term "demonstrate" along with a didactic (knowledge-based) skill means that the instructor is free to determine the best method(s) for the student to demonstrate mastery or understanding of that particular skill to the instructor. The term "demonstrate" is not synonymous with "hands-on".**

**Skills indicated by the designation [GROUP] may be performed by a group of program students. The appropriate size of the group will be determined by the task being performed taking into account humane treatment of the subject animal. Each member of the group must play an active role in the completion of the task.**

**Students are expected to physically perform skills that are *italicized*.**

#### 1. OFFICE AND HOSPITAL PROCEDURES, CLIENT RELATIONS, and COMMUNICATION

##### Management

**Skill:** Participate in facility management utilizing traditional and electronic media and appropriate veterinary medical terminology and abbreviations.

##### **Tasks:**

- ☐ Schedule appointments, admit, discharge and triage according to client, patient and facility needs through phone and in-person contact\*
  - Recognize and respond to veterinary medical emergencies\*
- ☐ Create and maintain individual client records, vaccination certificates, and other appropriate forms\*:
  - develop computer skills\*
  - be able to utilize veterinary practice management software \*
  - be familiar with veterinary on-line services\* (e.g. laboratory submissions, client financing plans, continuing education, discussion groups)
- ☐ Perform basic filing of medical records, radiographs, lab reports, etc.\*
- ☐ Create and maintain all appropriate facility records and logs in compliance with regulatory guidelines (e.g., radiography, surgery, anesthesia, laboratory, controlled substance)\*
- ☐ Manage inventory control\*
- ☐ Recognize roles of appropriate regulatory agencies\*
- ☐ Maintain appropriate disposal protocols for hazardous materials\*
- ☐ Establish and maintain appropriate sanitation and infection control protocols for a veterinary facility, including patient and laboratory area\*

- ☐ Handle daily client-based financial transactions\*

**Decision-making abilities:** Taking into account the characteristics of the facility, patients and clients, the veterinary technician will effectively contribute to the professional and efficient operation of the facility in order to provide maximum benefits to clients, patients, and the facility.

### **Communication**

**Skill:** Communicate in a professional manner in all formats – written, oral, non-verbal, and electronic.

#### **Tasks:**

- ☐ Demonstrate an understanding of interpersonal skills and team dynamics\*
- ☐ Utilize interpersonal and public relations skills\*
- ☐ Demonstrate telephone etiquette\* (e.g through role playing, educational resources, etc.)
- ☐ Recognize the legality of the veterinary-client-patient relationship\*
- ☐ Develop and provide client education in a clear and accurate manner at a level the client understands (i.e., oral and written form, including educational handouts) \*
- ☐ Apply crisis intervention/grief management skills with clients\*

**Decision-making abilities:** Taking into account the patient, client, staff and circumstances, the veterinary technician will effectively and accurately acquire and convey information utilizing an appropriate communication mode.

### **Laws and Ethics**

**Skill:** Follow and uphold applicable laws and the veterinary technology profession's ethical codes to provide high quality care to patients.

#### **Tasks:**

- ☐ Understand and observe legal boundaries of veterinary health care team members\*
- ☐ Interact professionally with clients and fellow staff members\*
- ☐ Demonstrate a commitment to high quality patient care\*
- ☐ Respect and protect the confidentiality of client and patient information\*

**Decision-making abilities:** Given knowledge of legal limitations and applicable ethical standards, the veterinary technician will carry out her/his duties within appropriate legal boundaries and maintain high ethical standards to provide high quality service to clients, patients, employers and the veterinary profession.

## **2. PHARMACY and PHARMACOLOGY**

### **Administration**

**Skill:** Safely and effectively administer prescribed drugs to patients.

#### **Tasks:**

- ☐ Read and follow veterinarian's pharmacy orders\*
- ☐ Recognize groups of drugs, their mechanisms, and clinically relevant side effects\*
- ☐ Recognize the safe and effective manner in which vaccines must be administered; recognize and explain common side effects\*
- ☐ Accurately perform appropriate calculations; use weights and measures correctly\*
- ☐ Safely and effectively administer drugs by common parenteral and enteral routes; explain appropriate routes and methods and when used\*



*Required tasks are denoted by an asterisk (\*)*

- ☐ Monitor therapeutic responses\*
- ☐ Demonstrate the ability to accurately record medical information\*
- ☐ Demonstrate understanding of controlled substance regulations\*
- ☐ Demonstrate compliance with all federal regulatory guidelines for drug purchase, storage, administration, withdrawal, dispensing, disposal, and inventory control (e.g., biologics and therapeutic agents, pesticides, and hazardous wastes)\*

**Decision-making abilities:** Given the characteristics of the patient, the instructions of the veterinarian and the medication to be used, the veterinary technician will calculate the correct amount of medication in the prescribed form and administer it by the prescribed route to maximize therapeutic benefits and minimize the potential for adverse effects. The veterinary technician shall also be able to differentiate between abnormal and normal responses to medication.

### **Dispensing**

**Skill:** Accurately dispense and explain prescribed drugs to clients.

#### **Tasks:**

- ☐ Given a drug order, properly prepare medications for dispensing, including performing accurate calculations\*
- ☐ Demonstrate compliance with regulations governing prescription drugs versus over-the-counter drugs\*
- ☐ Demonstrate understanding of regulations governing maintenance of controlled substances log book\*
- ☐ Demonstrate compliance with all federal regulatory guidelines for drug purchase, storage, administration, withdrawal, dispensing, disposal, and inventory control (e.g., biologics and therapeutic agents, pesticides, and hazardous wastes)\*
- ☐ Relay drug information to clients (e.g., handling, storage, administration, side-effects, drug interactions, safety, reasons for use of drug)\*

**Decision-making abilities:** Given the characteristics of the patient, the instructions of the veterinarian and the medication to be used, the veterinary technician will (1) accurately calculate and dispense the correct form and dose of medication and (2) communicate necessary client information in order to maximize safety, compliance with prescribed therapy and successful treatment of the patient. The veterinary technician should also be proficient at performing inventory control procedures.

## **3. NURSING**

### **Patient assessment**

**Skill:** Demonstrate and perform patient assessment techniques in a variety of animal species.

#### **Tasks:**

- ☐ Recognize common domestic animal species and breeds\*
- ☐ Describe and use common animal identification methods\*
- ☐ Demonstrate effective and appropriate restraint techniques for various animal species:
  - *properly restrain dogs and cats for procedures\**
  - *encage and remove small animals from cages\**
  - *apply dog muzzle safely\**
  - *apply Elizabethan collar\**
  - *use restraint pole and other restraint aids\*[GROUP]*
  - *halter, tie, and lead horses\**
  - *restrain birds\**
  - *restrain pocket pets and exotics*
  - *restrain cattle and horses\**

Required tasks are denoted by an asterisk (\*)

- ◇ *apply twitch (horses) \** [GROUP]
  - ◇ *apply bovine tail restraint\**
  - ◇ *apply bovine halter\**
  - *restrain sheep and pigs*
  - *load large animals*
  - *safely operate cattle chute\** [GROUP]
- ❑ Obtain a thorough patient history\*
- ❑ Demonstrate the ability to obtain objective patient data:
  - *temperature (dog, cat, horse, cow)\**
  - *pulse (dog, cat, horse, cow)\**
  - *respiration (dog, cat, horse, cow)\**
  - *auscultate heart/lungs (dog, cat, horse, cow)\**
  - *assess hydration status*
- ❑ Properly collect diagnostic specimens for analysis (ex: urine, blood, feces, specimens for cytology)\*
  - Perform venipuncture:
    - *cephalic (dog, cat)\**
    - *jugular (dog, cat, horse, ruminant)\**
    - *saphenous (dog, cat)\**
    - *sublingual (dog)*
    - *ear (pig, rabbit)*
    - *coccygeal (cow)*
    - *anterior vena cava (pig)*
  - Collect urine sample:
    - *catheterize male dog\*[GROUP]*
    - *catheterize female dog*
    - *catheterize female cat*
    - *catheterize male cat*
    - *collect voided urine sample (small animal)\**
    - *perform cystocentesis (small animal)\** [GROUP]
    - *catheterize large animal*
- ❑ Prepare diagnostic specimens for shipment\*

**Decision-making abilities:** Given the characteristics of the patient, the veterinary technician will safely and efficiently obtain subjective and objective patient data that will allow accurate evaluation of the patient's physical status with minimum stress and maximum safety.

### **Patient care**

**Skill:** Understand and demonstrate husbandry, nutrition, therapeutic and dentistry techniques appropriate to various animal species.

### **Tasks: Husbandry**

- ❑ Grooming:
  - Demonstrate understanding of therapeutic bathing, basic grooming, and dipping of small animals\*
  - *trim nails (dog, cat)\**
  - trim hooves (ruminant, horse)
  - *apply equine tail and leg wraps\**
  - *express canine anal sacs\**
  - *clean and medicate ears (dog, cat)\**
  - *clean sheath (horse)*
- ❑ Perform microchip scanning and implantation

*Required tasks are denoted by an asterisk (\*)*

- ☐ *Environmental conditions: implement sanitation procedures for animal holding and housing areas\**
- ☐ Demonstrate understanding of permanent identification\*
- ☐ Demonstrate understanding of breeding/reproduction techniques\*
- ☐ Demonstrate understanding of care of orphan animals
- ☐ Demonstrate understanding of nursing care of newborns\*

**Decision-making abilities:** Given the characteristics of the patient, the veterinary technician will implement appropriate husbandry techniques to enhance wellness and reduce risk of disease, injury and stress.

### **Tasks: Nutrition**

- ☐ Understand life stage energy and nutrient requirements of well animals (dog, cat, horse, cow)\*
- ☐ Identify common grains and forages
- ☐ Understand key nutritional factors in disease conditions\*
  - be familiar with therapeutic foods\*
- ☐ Understand current developments in nutritional supplements and additives including benefits and potential toxicities\*
- ☐ Understand and identify substances that when ingested result in toxicity:
  - identify common poisonous plants\*
  - be familiar with substances (organic and inorganic) that cause toxicity\*
- ☐ Develop and communicate hospital nutrition protocols\*

**Decision-making abilities:** Given the characteristics of the patient, the veterinary technician will understand appropriate and inappropriate dietary components for various life stages and therapeutic regimens (e.g., therapeutic foods) in order to promote optimal health, enhance recovery and manage chronic disease conditions. The veterinary technician will also explain nutritional recommendations to clients and reinforce owner compliance.

### **Tasks: Therapeutics**

- ☐ *Administer parenteral medications:*
  - *subcutaneous (dog, cat, ruminant)\**
  - *intramuscular (dog, cat, horse)\**
  - *intradermal (ruminant, dog)*
  - *intramammary (mastitis therapy only) (ruminant)*
  - *intravenous (dog, cat, ruminant, equine)\**
- ☐ *Administer enteral medications:*
  - *balling gun (ruminant)\**
  - *dose syringe (ruminant, horse)\**
  - *gastric intubation (small animal)\* [GROUP]*
  - *hand pilling (dog, cat)\**
  - *gastric lavage (dog)*
  - *dose syringe (pig)*
  - *oral speculum and stomach tube (ruminant)*
  - *nasogastric intubation (small animal, horse)*
- ☐ *Administer topical medications (including ophthalmic)\**
- ☐ *Perform ocular diagnostic tests (including tonometry, fluorescein staining and Schirmer tear test)\**
- ☐ *Administer enemas\* [GROUP]*
- ☐ *Collect/evaluate skin scrapings\**
- ☐ *Fluid therapy:*
  - *administer subcutaneous fluids\**
  - *place intravenous catheters (cephalic\*, saphenous\*, jugular)*
  - *maintain and care for catheters\**
  - *determine/maintain fluid infusion rate\**
  - *monitor patient hydration status\**

Required tasks are denoted by an asterisk (\*)

- develop familiarity with fluid delivery systems\*
- ❑ *Apply and remove bandages and splints\**
- ❑ *Remove casts*
- ❑ Develop understanding of wound management and abscess care\*
- ❑ Perform physical therapy:
  - hydrotherapy
  - post-operative
  - orthopedic
  - neurological
  - explain care of recumbent patient\*
- ❑ Perform critical care:
  - maintain chest, tracheostomy, esophagostomy tubes
  - *collect and crossmatch blood for transfusion\**[GROUP]
  - *blood typing*
  - *perform blood transfusions (autotransfusions may be considered)*
- ❑ Apply established emergency protocols:
  - maintain emergency medical supplies/crash cart\*
  - *perform first aid and cardiopulmonary resuscitation (simulation acceptable)\**
  - *use resuscitation bag\**
  - *apply emergency splints and bandages\**

**Decision-making abilities:** Given the directions of the veterinarian and the characteristics of the patient, the veterinary technician will carry out appropriate therapeutic techniques in order to achieve maximum health benefits for the patient.

#### **Tasks: Dentistry**

- ❑ *Perform routine dental prophylaxis (manual and machine)\**
- ❑ Understand client education regarding home care\*
- ❑ Float teeth
- ❑ Clip teeth
- ❑ *Perform routine dental radiographic imaging techniques*

**Decision-making abilities:** Given the characteristics of the patient, the veterinary technician will recognize a patient's dental health status and perform techniques, as prescribed by a veterinarian, appropriate to the species and its condition in order to promote and maintain dental health.

## **4. ANESTHESIA**

### **Patient management**

**Skill:** Safely and effectively manage and maintain patients in all phases of anesthesia.

#### **Tasks:**

- ❑ Calculate dosages of appropriate anesthetic-related drugs\*
- ❑ *Administer anesthetic-related drugs ( injection, endotracheal tube, mask)\**
- ❑ *Place endotracheal tubes in patients\**
- ❑ *Utilize clinical signs and appropriate equipment to monitor patient status during anesthetic procedures\* (e.g., esophageal stethoscope, blood pressure monitor, capnometer, electrocardiogram, pulse oximeter)\**
- ❑ Evaluate patient and implement pain management protocols as directed\*
- ❑ Recognize and respond appropriately to patients in compromised states\*
- ❑ Perform appropriate resuscitation procedures as needed (e.g., calculate and administer appropriate anesthetic antagonists and emergency drugs as directed)\*
- ❑ *Complete controlled substance log\** (does not need to be official controlled substance log; mock logs may be utilized)

**Decision-making abilities:** Given the characteristics of the anesthetized patient and the procedure being performed, the veterinary technician will work with the veterinarian to:

1. Assess the patient's risk status and determine appropriate anesthetic and peri-anesthetic protocols to provide effective pain management and maximum anesthetic safety and effectiveness.
2. Choose and utilize appropriate techniques and equipment to accurately and effectively monitor the patient's ongoing status before, during and after anesthesia to provide for adequate anesthesia, analgesia and a safe recovery.

### **Equipment/facility management**

**Skill:** Safely and effectively select, utilize and maintain anesthetic delivery and monitoring instruments and equipment.

#### **Tasks:**

- *Maintain and operate anesthetic delivery and monitoring equipment:*
  - *pulse oximeter\**
  - *capnometer\**
  - *esophageal stethoscope\**
  - *electrocardiograph (e.g., recognize abnormal rhythms/audible sounds, properly apply leads)\**
  - *anesthetic machines, including rebreathing systems, non-rebreathing systems and masks\**
  - *endotracheal tubes\**
  - *resuscitation bag\**
  - *scavenging systems\**
  - *oxygen sources\**
  - *blood pressure monitoring devices\**
  - *laryngoscopes\**
  - *ventilator*
  - *defibrillator*
  - *temperature monitoring device\* (e.g. thermometer, etc.)*

#### **Decision-making abilities:**

1. Given the characteristics of the anesthetic instruments and equipment being used, the veterinary technician will recognize and respond appropriately to equipment malfunctions or inappropriate equipment setup to ensure proper function and provide maximum benefit to ensure safety of the patient and staff.
2. Given the requirements of the anesthetic protocol, the veterinary technician will select, evaluate and adjust equipment to ensure proper function and provide maximum benefit to ensure safety of the patient and staff.

## **5. SURGICAL NURSING**

It is essential that technicians have knowledge of routine surgical procedures and related equipment, including surgeries in these categories:

- ovariohysterectomy – (dog, cat)\*
- cesarean section – all common species\*
- orthopedic procedures\*
- orchiectomy – all common species\*
- tail docking\*
- onychectomy – (dog, cat)\*
- laparotomies – all common species\*
- dystocias in common species\*
- dehorning – (cattle, goats)\*

*Required tasks are denoted by an asterisk (\*)*

- prolapsed organs – common types, species, and incidence\*

Students must have participated in surgeries in these categories:

- ovariectomy – (dog, cat)\*
- orchiectomy – (dog\*, cat\*, other common species)

### **Patient management**

**Skill:** Understand and integrate all aspects of patient management for common surgical procedures in a variety of animal species.

#### **Task:**

- Properly identify patients and surgical procedures\*

**Decision-making abilities:** Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will use medical records and patient identification methods to assure that the patient and scheduled procedures are correct.

#### **Task:**

- Patient assessment:
  - organize medical records/consent forms\*
  - review pre-operative evaluation\*
  - evaluate current patient status\*
  - organize and implement anesthesia\*

**Decision-making abilities:** Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will obtain the patient's vital signs, note any specific physical abnormalities, ensure pre-surgical tests have been completed and report the patient assessment to the veterinarian.

#### **Task:**

- *Palpate the urinary bladder and express it as needed\**
- *Prepare surgical site using aseptic techniques\**

**Decision-making abilities:** Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will identify the appropriate area of hair to be removed and select appropriate methods to reduce microbial flora on the skin in the area of surgical site in order to decrease the chance of surgical wound contamination.

#### **Task:**

- *Position patient for common procedures\**

**Decision-making abilities:** Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will position the patient appropriately to provide maximum convenience for the surgeon and maximum safety and benefit for the patient.

#### **Task:**

- Provide surgical assistance:
  - *demonstrate proper operating room conduct and asepsis\**
  - *assist with care of exposed tissues and organs\**
  - *properly handle and pass instruments and supplies\**
  - operate and maintain suction and cautery machines\*
  - understand the principles of operation and maintenance of fiber optic equipment\*
  - *record and maintain operative/surgical records\**
  - *perform basic suturing techniques*

**Decision-making abilities:** Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will understand and utilize appropriate aseptic techniques to assist operative personnel in order to provide maximum safety and benefit to the patient.

**Task:**

- ☐ Coordinate pain management with the anesthesia/surgical team\*

**Decision-making abilities:** Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will assure that anesthetic and post-operative pain management protocols are appropriate to provide maximum safety and benefit to the patient.

**Task:**

- ☐ Provide post-operative care:
  - pain management\*
  - fluid therapy\*
  - adequate nutrition\*
  - wound management\*
  - bandaging\*
  - discharge instructions\*
  - *suture removal*\*

**Decision-making abilities:** Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will understand and administer the appropriate methods of post-operative care to assure maximum safety and benefit to the patient.

**Procedural management**

**Skill:** Understand and provide the appropriate instruments, supplies and environment to maintain asepsis during surgical procedures.

**Tasks:**

- ☐ *Prepare surgical instruments and supplies\**
- ☐ *Prepare gowns, masks, gloves, and drapes\**
- ☐ *Operate and maintain autoclaves\**
- ☐ *Sterilize instruments and supplies using appropriate methods\**
- ☐ *Perform pre-surgical set-up\**
- ☐ Identify and know proper use for instruments\*
- ☐ Identify common suture materials, types, and sizes\*
- ☐ *Provide operating room sanitation and care\**
- ☐ Maintain proper operating room conduct and asepsis\*
- ☐ *Perform post-surgical clean-up (e.g., equipment, instruments, room, proper disposal of hazardous medical waste)\**

**Decision-making abilities:** Given the characteristics of the patient and the surgical procedure to be performed, the veterinary technician will properly select, wrap and sterilize appropriate instruments and supplies and prepare and maintain the surgical environment to ensure maximum safety and benefit to the patient.

## 6. LABORATORY PROCEDURES

### Specimen management

**Skill:** Demonstrate knowledge of proper handling, packaging and storage of specimens for laboratory analysis to ensure safety of patients, clients, and staff.

**Tasks:**

- ☐ *Select and maintain laboratory equipment\**
- ☐ *Implement quality control measures\** [GROUP]
- ☐ Understand how to ensure safety of patients, clients and staff\*
- ☐ *Prepare, label, package, and store specimens for laboratory analysis\**

**Decision-making abilities:**

1. Given the characteristics of the patient and the requested analysis, the veterinary technician will properly prepare, handle and submit appropriate samples for diagnostic analysis in order to ensure maximum accuracy of results.
2. Given the characteristics of laboratory instruments and equipment, the veterinary technician will determine proper maintenance and quality control procedures necessary to ensure accurate results.

### Specimen analysis

**Skill:** Properly perform analysis of laboratory specimens.

**Tasks:**

- ☐ *Perform urinalysis:*
  - *determine physical properties (e.g., color, clarity, specific gravity)\**
  - *test chemical properties\**
  - *examine and identify sediment\**
- ☐ Perform CBC to include:
  - hemoglobin\*
  - packed cell volume\*
  - total protein\*
  - white cell count\*
  - red cell count\*
- ☐ *Perform microscopic exam of blood film:*
  - *prepare film and stain using a variety of techniques\**
  - *perform leukocyte differential – normal vs abnormal\**
  - *evaluate erythrocyte morphology – normal vs abnormal\**
  - *estimate platelet numbers\**
  - *calculate absolute values\**
  - *correct white blood cell counts for nucleated cells\**
- ☐ Calculate hematologic indices\*
- ☐ *Coagulation tests – perform one of the following\*:* [GROUP]
  - *buccal mucosal bleeding time*
  - *activated clotting time (ACT)*
  - *prothrombin time (PT)*
  - *partial thromboplastin time (PTT)*
  - *fibrinogen assay*
- ☐ *Perform blood chemistry tests (BUN, glucose, common enzymes)\**
- ☐ *Perform serologic test (ELISA, slide/card agglutinations)\**
- ☐ Identify blood parasites:



*Required tasks are denoted by an asterisk (\*)*

- *Dirofilaria* sp/*Acanthocheilonema* sp (formerly *Dipetalonema* sp)\*
  - Hemotropic *Mycoplasma* sp (*Hemoplasmas*)\* (formerly *Haemobartonella* sp and *Eperythrozoon* sp)
  - *Anaplasma* sp
  - *Babesia* sp
  - *Trypanosoma* sp
  - *Eperythrozoon* sp
  - *Ehrlichia* sp
- Perform parasitologic procedures for external parasites and identify:
  - mites\*
  - lice\*
  - ticks\*
  - fleas\*
  - flies\*
- Perform diagnostics procedures for parasites:
  - *Antigen kit*\*, *direct*\*, *filter*, *Knotts*\*[GROUP]
  - *flotation solution preparation*
  - *fecal flotation*\*
  - *fecal sedimentation*\*
  - *direct smear*\*
  - *centrifugation with flotation*\*
  - *adhesive tape retrieval of pinworm ova*
  - *perform fecal egg count using McMaster method*
- Identify common parasitic forms:
  - nematodes\*
  - trematodes\*
  - cestodes\*
  - protozoa \*
- Perform coprologic tests
- Perform microbiologic procedures/evaluations:
  - *collect representative samples*\*
  - *culture bacteria and perform sensitivity tests*\*
  - *identify common animal pathogens using commercially available media and reagents*\* [GROUP]
  - *collect milk samples and conduct mastitis testing (e.g., CMT, bacterial culture)*\* [GROUP]
  - *perform common biochemical tests*\* [GROUP]
  - *perform staining procedures*\*
  - *culture and identify common dermatophytes*\*
- Perform cytologic evaluation:
  - *assist in collecting, preparing and evaluating transudate, exudate and cytologic specimens (joint, cerebrospinal, airway, body cavity)*
  - *perform fine needle tissue aspirates and impression smear preparation (differentiate benign vs. malignant)*
  - *prepare and stain bone marrow specimens*
  - *collect, prepare, and evaluate ear cytology*\*
  - *collect, prepare, and evaluate canine vaginal smears*\* [GROUP]
  - *evaluate semen*
  - *understand timing and types of pregnancy testing*
  - *assist with artificial insemination*
- Perform necropsy procedures:
  - *perform a postmortem examination or dissection on non-preserved animal*\* [GROUP]

*Required tasks are denoted by an asterisk (\*)*

- *collect samples, store and ship according to laboratory protocols\** [GROUP]
- *explain how to handle rabies suspects and samples safely\**
- *handle disposal of dead animals*
- *perform humane euthanasia procedures*

**Decision-making abilities:**

1. Given the characteristics of the patient, the specimen submitted and the results of the analysis, the veterinary technician will be able to recognize accurate vs. erroneous results in order to provide maximum diagnostic benefit.
2. Given the laboratory specimen collected and characteristics of the patient, the veterinary technician will determine appropriate methodology and carry out analytical procedures necessary to provide accurate and precise diagnostic information.
3. Having determined the accuracy of analytical results, the veterinary technician will work with the veterinarian to determine if a need exists for additional laboratory tests that will provide useful diagnostic information.

**7. IMAGING**

**Skill:** Safely and effectively produce diagnostic radiographic and non-radiographic images.

**Tasks:**

- ❑ *Implement and observe recommended radiation safety measures\**
- ❑ *Implement radiographic quality control measures\**
- ❑ *Develop and properly utilize radiographic technique charts\** [GROUP]
- ❑ *Position dogs\*, cats\*, horses\*, and birds to create diagnostic images*
- ❑ *Demonstrate an understanding of the modifications of diagnostic imaging techniques as they apply to mice, rats, guinea pigs, lizards, and amphibians\**
- ❑ *Utilize radiographic equipment to properly radiograph live animals (fixed and portable)\**
- ❑ *Create diagnostic dental radiographic images\**
- ❑ *Process exposed films to create diagnostic radiographic images (automatic\*, hand, and digital processing)*
- ❑ *Appropriately label, file, and store images\**
- ❑ *Complete radiographic logs, reports, files and records\**
- ❑ *Perform radiographic contrast studies – perform one of the following\*: [GROUP]*
  - *GI Series*
  - *Pneumocystogram*
  - *Intravenous pyelogram*
  - *Other*
- ❑ *Perform on a sedated canine radiographic techniques utilized in screening for canine hip dysplasia\** [GROUP]
- ❑ *Demonstrate proper maintenance of radiographic equipment, including recognition of faulty equipment operation\**
- ❑ *Use and care of ultrasonography equipment*
- ❑ *Use and care of endoscopic equipment*

**Decision-making abilities:**

1. Given the characteristic of the patient and the radiographic study that has been requested, the veterinary technician will properly (1) prepare radiographic and darkroom equipment, (2) measure and position animals using topographic landmarks, (3) choose an appropriate radiographic technique to minimize the need for repeat exposures (4) produce the latent image, (5) process the exposed film, (6) analyze the final radiograph for quality in order to provide maximum diagnostic benefit.
2. Given a radiograph, the veterinary technician will be able to determine if the image is of diagnostic quality. If the image is not diagnostic, the veterinary technician will be able to offer options to correct deficiencies in order to provide maximum diagnostic benefit and minimize personnel radiation exposure from unnecessary repeat exposures.
3. Given knowledge of the health risks associated with radiographic procedures and effective safety procedures,

*Required tasks are denoted by an asterisk(\*)*

the veterinary technician will exercise professional judgment to minimize risks to personnel and patients during radiographic procedures to ensure safety.

4. Given the characteristics of the patient and the non-radiographic imaging study that has been requested, the veterinary technician will properly (1) prepare the imaging site and equipment and (2) position patients appropriately for the study being conducted.

## 8. LABORATORY ANIMAL PROCEDURES

**Skill:** Safely and effectively handle common laboratory animals used in animal research.

### Tasks: Mice, rats, and rabbits

- *Recognize and restrain (mouse, rat, rabbit)\**
- *Determine sex and understand reproduction (mouse, rat, rabbit)\**
- Perform and/or supervise basic care procedures:
  - *Handling (mouse, rat, rabbit)\**
  - *nutritional needs/diet\**
  - *provide food, water, and enrichment in a species-appropriate manner (mouse, rat, rabbit)\**
  - *trim nails*
  - *identification\**
- *Perform methods of injection:*
  - *Subcutaneous (mouse, rat, rabbit)\**
  - *intramuscular (rabbit)*
  - *intradermal (rabbit)*
  - *intraperitoneal (mouse)\* [GROUP]*
  - *intravenous*
- *Collect blood samples*
  - *Retro-orbital (mice, rats) [GROUP]*
  - *Intravenous (rat [GROUP], rabbit)\**
- *Perform oral dosing (mouse, rat)\* [GROUP]*
- Have working knowledge of anesthetic and recovery procedures\*
- Identify and describe clinical signs of common diseases\*
- *Perform necropsy and collect specimens*
- *Clean and medicate ears (rabbit)*
- *Anesthetize mouse, rat, and rabbit*

### Tasks: Non-human primates

- Understand restraint of non-human primates
- Demonstrate knowledge of zoonotic diseases and modes of transmission

**Decision-making abilities:** The veterinary technician will be familiar with the basic principles of animal research and understand the utilization of laboratory animals in animal research. The veterinary technician will also have knowledge of federal, state, and local animal welfare regulations.

## 9. AVIAN, EXOTIC, SMALL MAMMALS & FISH PROCEDURES

**Skill:** Understand the approach to providing safe and effective care for birds, reptiles, amphibians, guinea pigs, hamsters, gerbils, and ferrets.

### Tasks:

- *Recognize, understand, and perform restraint techniques of birds\*, reptiles, amphibians, and ferrets*
- Understand unique husbandry issues for each species (birds, reptiles, amphibians, guinea pigs, hamsters, gerbils, and ferrets) and provide client education\*:
  - *nutritional needs/diet*

*Required tasks are denoted by an asterisk(\*)*

- watering
  - caging (temperature, humidity, light)
  - aquarium care
  - understand reproduction
  - basic grooming (beak, wing, and nail clipping)
  - appropriate transportation methods
- ❑ *Demonstrate the ability to obtain objective data: birds\*, reptiles, amphibians, and ferrets*
- ❑ *Perform nail trim (bird\*, exotic, small mammal)*
- ❑ *Perform injections using appropriate sites*
  - *subcutaneous*
  - *intramuscular*
  - *intra dermal*
  - *intraperitoneal*
  - *intravenous*
- ❑ *Perform oral dosing*
- ❑ Administer drugs or medicaments using appropriate sites and routes
- ❑ Understand appropriate sites for catheter placement
- ❑ Understand tube feeding in birds
- ❑ Perform laboratory procedures
- ❑ *Anesthetize birds and exotic animals*
- ❑ Recognize normal and abnormal behavior patterns
- ❑ Explain inadvisability of keeping wildlife as pets
- ❑ *Collect blood samples*

**Decision-making abilities:** Given the unique requirements of these species, the veterinary technician will safely obtain subjective and objective data that will allow evaluation of the patient. The veterinary technician will be able to: 1) identify husbandry issues, 2) discern appropriate from inappropriate nutritional support, and 3) recognize normal from abnormal behavior patterns.

## APPENDIX J

### *AVMA Committee on Veterinary Technician Education and Activities (CVTEA) Annual/Biennial Report Template*

*The Program Director must be the primary author of the report.*

<b>Program Name</b> (this is your institution name; not the file naming convention acronym):			
<b>Type of Report</b> (Answer either ANNUAL or BIENNIAL)			
Program Director:			
Email:		Phone: (enter # with no hyphens)	ext
Current President of Institution:			
President's Email or Address:			
Title and name of person the program director reports directly to:			
Title:		Name:	
Email:			

Identify the current full-time equivalent (FTE) licensed DVM	NAME(s):
Identify the current full-time equivalent (FTE) credentialed veterinary technician who is a graduate of an AVMA-accredited program	NAME(s):

#### SECTION 1

Has the Program had any USDA reports indicating non-compliant items? Answer YES or NO	
If YES, submit report and describe actions to remedy citation(s) here:	

Have any student injuries or accidents occurred that required medical assistance beyond first aid?	
If YES, describe incident(s) and describe actions to remedy here:	

#### SECTION 2

Indicate current vacancies in program faculty and if any, efforts to fill vacancy and plan to meet the teaching and administrative needs of the program. Do not include general education instructors.
Briefly describe any anticipated program or organizational changes. Note that substantial changes require the submission of a Substantive Change Form within 60 days of the change.

### SECTION 3

Submit VTNE PES summary score reports received since the last report to CVTEA.

**(Attach the actual report from PES** omitting individual student scores. Include *Pass/Fail sheet and domain scores or the new CVTEA School Report from PES, if available*)

<b>ANNUAL VTNE PASS PERCENTAGE</b>	July 1, 2009 – June 30, 2010	July 1, 2010 – June 30, 2011	July 1, 2011– June 30, 2012	July 1, 2012– June 30, 2013	July 1, 2013-June 30, 2014	July 1, 2014-June 30, 2015
Number of first-time candidates passing VTNE						
Number first-time test takers						
VTNE pass percentage = Number of first-time candidates passing / Number of first-time candidates						

If students take a state veterinary technician exam, submit the summary of results since the last report to CVTEA.

**(Attach the actual report or summarize the results. Do not send individual student scores.)**

Provide the website link to where outcomes data is reported to the community.

Please note, programs must publish the current three-year average pass percentage and not individual year data.

	<b>Total July 1, 2012 – June 30, 2015</b>
Number of first-time candidates that have passed the VTNE	X (DO NOT PUBLISH)
Number of first-time candidates that have taken the VTNE	Y
Number of eligible first-time candidates	XX
Three-Year Pass Percentage on VTNE	Three year pass percentage % = X/Y * 100

\*Only the highlighted areas are to be posted for CVTEA reporting requirements

If more graduates sat for the exam than were eligible simply asterisk the information and explain that the data includes graduates from previous years.

The following table is an EXAMPLE of what is required to be posted on program's webpage.

	July 1, 201X - June 30, 201X
Number of eligible first-time candidates	#
Number of first-time candidates that have taken the VTNE	#
Three-year VTNE pass percentage	##%

Website Link:

#### SECTION 4

Provide retention information for current and past two academic years by completing the table below.

RETENTION	Example (2011 – 2012)	Two Years Past (July 1, 2013- June 30, 2014)	Prior Year (July 1, 2014 – June 30, 2015)	Current Year (July 1, 2015 – June 30, 2016)
E = Enrollment (as of July 1)	79			
NS = New Starts (July 1 to June 30)	36			
RE = Re-entries (July 1 to June 30)	12			
G = Graduates (July 1 to June 30)	22			
EE = Ending Enrollment (as of June 30)	90			
Retention % (EE + G) / (E + NS + RE)	88.19%			

#### SECTION 5

List all CRITICAL deficiencies (formerly called recommendations) from your last Report of Evaluation and provide details of actions/changes that have taken place to address the specific deficiency since the time of the Site Visit. If a deficiency is unmet, provide an appropriate timetable for its satisfaction.

**NOTE: If there have been any changes that have impacted CRITICAL or MAJOR deficiencies that the CVTEA previously determined do not require continued reporting, the program must report this change**

List each critical deficiency followed by a narrative response and provide backup documentation where appropriate. Add as many lines as needed.

Type CRITICAL deficiencies and response to each CRITICAL deficiency here: Keep the same numbering as listed in your Report of Evaluation. DO NOT re-number if you are skipping over deficiencies (recommendations) that do not require further reporting.

List all MAJOR deficiency from your last Report of Evaluation and provide details of actions/changes that have taken place to address the specific deficiency since the time of the Site Visit. If a deficiency is unmet, provide an appropriate timetable for its satisfaction.

**NOTE: If there have been any changes that have impacted CRITICAL or MAJOR deficiencies that the CVTEA previously determined do not require continued reporting, the program must report this change**

List each MAJOR deficiency followed by a narrative response and provide backup documentation where appropriate. Add as many lines as needed. Add as many lines as needed .

Type MAJOR deficiencies and response to each MAJOR deficiency here: Keep the same numbering as listed in your Report of Evaluation. DO NOT re-number if you are skipping over deficiencies (recommendations) that do not require further reporting.

#### SUBMISSION INSTRUCTIONS

All reports must be submitted by email only

1. Name your file according to the naming convention provided.
2. Email the report and any attachments to [jhorvath@avma.org](mailto:jhorvath@avma.org).

**AVMA Committee on Veterinary Technician Education and Activities (CVTEA)  
Interim Report Template**

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

<b>Program Name</b> (this is your institution name; not the file naming convention acronym):			
<b>Type of Report</b>		INTERIM	
Program Director:			
Email:		Phone: (enter # with no hyphens)	ext
Current President of Institution:			
President's Email or Address:			
Title and name of person the program director reports directly to:			
Title:		Name:	
Email:			

Provide Current Full-time equivalent (FTE) licensed DVM	NAME(s):
Provide Current Full-time equivalent (FTE) credentialed veterinary technician who is a graduate of an AVMA-accredited program	NAME(s):

**SECTION 1**

List each reason for the requested interim report and then provide details of actions/changes that have taken place to address the specific concern.
<i>Type reason for requested interim here and response to each here:</i>

**SECTION 2**

Submit VTNE PES summary score reports received since the last report to CVTEA. (Attach the actual report from PES omitting individual student scores. Remember to include the domain scores )
If students take a state veterinary technician exam, submit the summary of results since the last report to CVTEA. (Attach the actual report or summarize the results. Do not send individual student scores.)

**SUBMISSION INSTRUCTIONS**

All reports must be submitted by email only

1. Name your file according to the naming convention provided.
2. Email the report and any attachments to [jhorvath@avma.org](mailto:jhorvath@avma.org).



**AVMA Committee on Veterinary Technician Education and Activities (CVTEA)  
Terminal Report**

*The Program Director must be the primary author of the report.*

<b>Program Name</b> (this is your institution name; not the file naming convention acronym):			
<b>Type of Report</b>		TERMINAL	
Program Director:			
Email:		Phone: (enter # with no hyphens)	ext
Current President of Institution:			
President's Email or Address:			
Title and name of person the program director reports directly to:			
Title:		Name:	
Email:			

**SECTION 1**

Provide information on the progression of the plan for program closure

Provide a copy of the notification of closure and teach-out plan sent to the institutional accreditor (if not previously submitted)

Describe how the program continues to comply with each applicable Standard of Accreditation (Standards 1 through 11)

List all CRITICAL deficiencies from your last Site Visit Report of Evaluation that require continued reporting and provide details of actions/changes that have taken place to address the specific deficiency since the time of the Site Visit. If a deficiency requires reporting, provide an appropriate timetable for its satisfaction.

NOTE: If there have been any changes that have impacted CRITICAL or MAJOR deficiencies that the CVTEA previously determined do not require continued reporting, the program must report this change.

Type each CRITICAL deficiency followed by a narrative response and provide backup documentation where appropriate:  
Keep the same numbering as listed in your Report of Evaluation. DO NOT re-number if you are skipping over deficiencies (recommendations) that do not require further reporting. Add as many lines as needed.

**SECTION 2**

What is the estimated date of the final students to graduate?

How many students are in the program and how many are expected to graduate before the program closes?

Does the program continue to admit new students?

### SECTION 3

Submit VTNE PES summary score reports received since the last annual or biennial report to CVTEA.

**(Attach the actual report from PES** omitting individual student scores. Include *Pass/Fail sheet and domain scores* **or the new CVTEA School Report, if available)**

<b>ANNUAL VTNE PASS RATE</b> (Report the pass rates since your last annual or biennial report to CVTEA)	(July 1, 201- – June 30, 2011)	(July 1, 2011 – June 30, 2012)	(July 1, 2012-June 30, 2013)	(July 1, 2013 – June 30, 2014)	(July 1, 2014 – June 30, 2015)	(July 1,2015 – June 30, 2016) <i>Available to date</i>
Number of first-time candidates passing VTNE						
Total number first-time test takers						
VTNE pass rate annual percentage = # of first-time candidates passing / # of first-time candidates						

**Once all students have matriculated from the Program, an agenda requisition must be submitted to CVTEA to request that Accreditation be Withdrawn. Agenda requisitions may be obtained from AVMA staff.**

### SUBMISSION INSTRUCTIONS

All reports must be submitted by email only

1. Name your file according to the naming convention provided.
2. Email the report and attachments to [jhorvath@avma.org](mailto:jhorvath@avma.org).

## APPENDIX K

### AVMA CVTEA SUBSTANTIVE CHANGE REPORT

Changes must be reported within sixty days of implementation.

Program Name:		
Address:		
City, State, Zip:		
<b><i>Name of Person filling out Substantive Change Report</i></b>		
By:		
Date:	Phone:	Email:

<b>Type of Changes(s): Select each that is appropriate.</b>	
<input type="checkbox"/>	Change in the established mission or objective of the program.
<input type="checkbox"/>	Change in the legal status, form of control, or ownership of the parent college.
<input type="checkbox"/>	<p>Change in administration (including change of Program Director, primary Program faculty, Dean, and College President), organization, association with the parent institution or Program personnel. When reporting changes in primary faculty, provide name(s) of current full-time equivalent (FTE) licensed veterinarian and name(s) of current FTE credentialed veterinary technician who is a graduate of an AVMA-accredited program.</p> <p>When reporting changes in primary Program faculty submit a copy of CV/resume and the following:</p> <p>Veterinarian(s) who fulfill(s) the FTE requirement:</p> <ul style="list-style-type: none"> <li>○ Copy of license(s)</li> </ul> <p>Credentialed veterinary technician(s) who fulfill(s) the FTE requirement:</p> <ul style="list-style-type: none"> <li>○ Copy of degree transcript(s) from CVTEA accredited veterinary technology program</li> <li>○ Copy of veterinary technician credential(s) (i.e. LVT, CVT, or RVT)</li> </ul>
<input type="checkbox"/>	Changes in courses that represent a significant departure in either content or method of delivery.
<input type="checkbox"/>	Changes in name of degree or addition of any degree or credential level offered.
<input type="checkbox"/>	Changes in the clock hours (student contact hours) for completion.
<input type="checkbox"/>	Major changes in physical facilities used for primary instruction.
<input type="checkbox"/>	Changes in off-campus sites that provide primary instructional support where essential skills are taught and evaluated.
<input type="checkbox"/>	Any USDA non-compliance report and subsequent action.
<input type="checkbox"/>	Other changes that affect teaching/education of students.
<input type="checkbox"/>	Changes in general contact information including email, phone, and name changes.
<b>Description of change: (Must include effective date of change and documentation of continued compliance with the AVMA CVTEA Standards of Accreditation.)</b>	

Reference: Accreditation Policies and Procedures of the American Veterinary Medical Association (AVMA) Committee on Veterinary Technician Education and Activities (CVTEA); Section VI